

LESTER MIDDLE SCHOOL



PARENT & STUDENT HANDBOOK SY 20-21

Updated 15 Aug 2020

This handbook includes sections of information that apply throughout DoDEA. It notifies parents/students and stakeholders of specific rules, regulations, and procedures governing DoDEA schools. The authorities pertaining to these rules, regulations, and procedures may be found on the DoDEA [Website](#). Policies can change throughout the school year. The most current policies can be found at <https://www.dodea.edu/Offices/PolicyAndLegislation/Offices.cfm>.

LESTER MIDDLE SCHOOL

Principal: Ms. Nedra Jones

Assistant Principal: Ms. Ramona Williams

School Colors: Purple and White

Mascot: Wildcat

Motto: Providing Opportunities Today For Success Tomorrow

CONTACT

Main Office Hours: 0700 - 1515

Main Office	645-7787 or 098-970-7787 (From cell)
Attendance	645-7787 or 098-970-7787 (From cell)
Guidance Counselors	645-7768 or 098-970-7768 (From cell)
School Nurse	645-7765 or 098-970-7765 (From cell)
Student Transportation	645-2036 or 098-970-2036 (From cell)

SCHOOL HOURS

Students Arrive: **0705** (1st Bell 0715)

Instructional Day (Monday, Wednesday, Thursday, Friday): **0720 - 1350**

Instructional Day (Tuesday): **0720 - 1250**

ADDRESS

Lester Middle School Unit
35015
FPO AP 96373-5015

Lester Middle School Chatan-Cho

Aza Kuwae
Camp Lester, Okinawa, Japan

SCHOOL CHAIN OF COMMAND

Classroom Teacher	645-7787 or 098-970-7787 (From cell)
Team Leader	645-7787 or 098-970-7787 (From cell)
Ms. Ramona Williams, Assistant Principal	645-7787 or 098-970-7787 (From cell)
Ms. Nedra Jones, Principal	645-7787 or 098-970-7787 (From cell)
District Superintendent's Office	634-1204 or 098-961-1204 (From cell)

We ask that you follow the chain of command when possible. Meet with the classroom teacher or set up a phone conference. During the conference: 1. Specify the concern/problem, 2. Create a plan, and 3. Create a timeline. **See Home and School Communication Partnership on Page 3 for more details.**

*Parent/Teacher Conferences may be set up via email or contact the office. Teacher/Staff email: firstname.lastname@dodea.edu

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

HISTORY

Lester Middle School opened in August of 1992 with grades 7 & 8. In 2008, the 6th grade was added to Lester Middle School. Lester Middle School is named after Hospital Apprentice First Class Fred Faulkner Lester, U.S. Naval Reserve, who was born on April 29, 1926, in Downers Grove, Illinois. During the Second World War, he served as a Medical Corpsman with an Assault Rifle Platoon attached to 1st Battalion, 22d Marines, 6th Marine Division, during the Okinawa Campaign. During a fierce battle on 8 June, 1945 for a strategic Japanese-held hill, HA1c Lester moved beyond the front lines to aid a wounded Marine. As he crawled toward the casualty, HA1c Lester was struck by enemy fire but continued on. Despite heavy fire and painful wounds, he pulled the wounded Marine toward safety but was again struck by the incoming fire before reaching cover. Refusing to succumb to his wounds, HA1c finally managed to pull the man to safety. Too seriously wounded to administer aid, he instructed two Marines in the proper treatment of the wounded man. Then, realizing his own injuries were fatal, HA1c Lester refused medical aid and instead gathered his remaining strength to give instructions on the treatment of two more wounded Marines. For his selfless devotion to duty, HA1c Lester was posthumously awarded the Medal of Honor. Our school proudly bears the name of this war hero who put the welfare of others before his own well-being.

HOME AND SCHOOL COMMUNICATION PARTNERSHIP

When parents have questions or concerns to discuss with a teacher, they should call the school office and leave a message for the teacher. The parent may also contact the teacher via e-mail. The parent and teacher should create a plan that addresses the needs of the student to make the student more successful. If that plan does not work, it is appropriate to solicit the help of the grade level guidance counselor as well to mediate the situation. If the issue involves any other staff member, parents are asked to discuss this directly with that person, and then contact one of our counselors before referring it to an administrator. If the concern is still not resolved, parents should ask for the assistance of a school administrator. Any problems, which cannot be resolved by discussing them with the teachers or administrators, may be referred to the office of the District Superintendent.

LESTER MIDDLE SCHOOL PHILOSOPHY

The Lester Middle School Community is committed to striving for student academic achievement through individual and collaborative work, fostering student self-worth by emphasizing social, emotional, physical, and intellectual needs, and developing student potential to become productive and valued members of a global society. The faculty of Lester Middle School recognizes the intrinsic worth of every student and the right of each student to develop self-respect, self-understanding, and self-confidence. We believe that our students should have an optimal environment for developing patriotism, citizenship, and intellectual and moral values consistent with our society. We recognize the diverse nature of our society, with respect to a wide variety of races, cultures, religious and social groupings and believe that our students must have the opportunity to develop an understanding of their place within this complex society. The faculty believes that our students should have maximum opportunities to develop competency in basic skills of reading, writing, and mathematics, so that they can openly express original ideas while maintaining their integrity and respect for others. We recognize the values of creative and critical thinking and the benefits of independent development. We believe in developing the character qualities and command of social skills necessary to live a self-fulfilling life that displays responsible behavior. The faculty recognizes the requirements of an ever-changing society and the need for a citizenry that is capable to adapting to new and different demands.

EDUCATIONAL PROGRAM

DoDEA MISSION STATEMENT

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

DoDEA CHAIN OF COMMAND

The Department of Defense Education Activity (DoDEA) is a Department of Defense field activity operating under the direction and authority of the Undersecretary of Defense for Personnel and Readiness.

DoDEA plans, directs, coordinates, and manages pre-kindergarten through 12th grade education programs for school-aged children of Department of Defense personnel who would otherwise not have access to high-quality public education. DoDEA schools are located in Europe, the Pacific, Western Asia, the Middle East, Cuba, the United States, Guam, and Puerto Rico. DoDEA also provides support and resources to Local Educational Activities throughout the United States that serve children of military families. Additional information on the DoDEA Chain of Command can be found at <https://www.dodea.edu/aboutDoDEA/command.cfm>.

PACIFIC SOUTH DISTRICT PURPOSE

World Class Instruction Every Day for Every Student in Every Class

LESTER MS MISSION

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

LESTER MIDDLE SCHOOL PURPOSE

Providing world class instruction every day for every student in every class

LESTER MS VISION

Lester Middle School will become:

Lifelong learners in a diverse, 21st century, global society

Masters of the diverse skills needed to adapt in an ever-changing worlds

Successful college and/or career ready learners

SCHOOL IMPROVEMENT GOALS

Goal 1: All students will improve mathematic achievement

Goal 2: Educators will implement CCRSL across the curricular areas

Goal 3: All educators will maximize effective use of focused collaboration

CORE VALUES

R: Be RESPECTFUL

O: Be ORGANIZED

A: ACHIEVE

R: Be RESPONSIBLE

S: Be SAFE

DoDEA PACIFIC SCHOOL CALENDAR

First Semester (86 Instructional Days)

Monday, August 24	Begin First Quarter and First Semester
Monday, September 7	Labor Day: Federal Holiday
Monday, October 12	Columbus Day: Federal Holiday
Thursday, October 22	End of First Quarter (41 days of classroom instruction)
Friday, October 23	No school for students -- teacher work day
Monday October 26	Begin second quarter
Wednesday, November 11	Veterans Day: Federal Holiday observed
Thursday, November 26	Thanksgiving Day: Federal Holiday
Friday, November 27	Friday: Recess Day
Monday, December 21	Begin Winter Recess (21 December - 1 January 2021)
Wednesday, December 25	Christmas Day: Federal Holiday

2021

Friday, January 1, 2021	New Year's Day: Federal Holiday
Monday, January 4	Instruction Resumes
Thursday, January 14	End of Second Quarter and First Semester (45 days of classroom instruction)
Friday, January 15	No school for students -- teacher work day
Monday, January 18	Birthday of Martin Luther King, Jr.: Federal Holiday

Second Semester (86 Instructional Days)

Tuesday, January 19	Begin Third Quarter and Second Semester
Monday, February 15	Presidents' Day (Washington's Birthday): Federal Holiday
Wednesday, March 24	End of Third Quarter (45 days of classroom instruction)
Thursday, March 25	No school for students -- teacher work day
Friday, March 26	Begin Spring Recess (26 March - 2 April)
Monday, April 5	Instruction Resumes - Begin Fourth Quarter
Friday, April 30	No school for students
Friday May 28	Recess Day – No School
Monday, May 31	Memorial Day: Federal Holiday
Wednesday, June 9	End of Fourth Quarter and Second Semester (44 Days of classroom instruction)
Thursday, June 10	No school for students -- teacher work day. Last day for non-administrative educator personnel

Remote Learning Student Schedule SY 20-21

	Monday	Tuesday	Wednesday	Thursday	Friday
0800-0900	Meetings				
0900-1000	Instructional Planning and Parent/ Student Contact				
1000-1045	A 1	Teacher Collaboration	A 3	B 1	B 3
1100-1145	A 2		A 4	B 2	B 4
1200-1300	Lunch	Lunch	Lunch	Lunch	Lunch
1300-1330	Flex	Teacher Collaboration	Flex	Flex	Flex
1330-1400	Flex	Focused Collaboration	Flex	Flex	Flex
1400-1430	Flex		Flex	Flex	Flex
1430-1500	Flex		Flex	Flex	Flex
All assignments are due before the next class period.					

Lester Middle School Rotating Schedule SY20-21

**This schedule is subject to change without notice. The Administration reserves the right to make changes/adjustments at any time without prior notification.

⚡ First Bell Rings @ 7:15am. ⚡
 M/W/TH/F Block Times

🔄 Block times remain constant, periods rotate.

Block 1 0720-0845	Block 2 0850-1015	Block 3 1020-1220	Block 4 1225-1350	A1	A2	B1	A3	B1	A1	B1	A4	B1	A1	B1	A2	B1	A3	B1	A4	B1	A1	B1	A2	B1	A3	B1	A4	B1
				A1	A2	B1	A3	B1	A1	B1	A4	B1	A1	B1	A2	B1	A3	B1	A4	B1	A1	B1	A2	B1	A3	B1	A4	B1
				A2	A3	B3	A4	B3	A2	B3	A4	B3	A2	B3	A3	B4	A4	B3	A2	B3	A1	B3	A2	B3	A1	B3	A2	B3
				A3	A4	B4	A1	B2	A3	B4	A1	B2	A3	B4	A2	B4	A1	B2	A3	B4	A1	B2	A3	B4	A1	B2	A3	B4
				A4	A1	B2	A3	B4	A4	B2	A1	B3	A2	B4	A3	B2	A4	B3	A1	B4	A3	B2	A4	B3	A1	B4	A3	B2

Quarter 1																								
M-24Aug	T-25Aug	W-26Aug	TH-27Aug	F-28Aug	M-31Aug	T-1Sep	W-2Sep	TH-3Sep	F-4Sep	T-8Sep	W-9Sep	TH-10Sep	F-11Sep	M-14Sep	T-15Sep	W-16Sep	TH-17Sep	F-18Sep	M-21Sep	T-22Sep	W-23Sep	TH-24Sep	F-25Sep	
M-24Aug	T-25Aug	W-26Aug	TH-27Aug	F-28Aug	M-31Aug	T-1Sep	W-2Sep	TH-3Sep	F-4Sep	T-8Sep	W-9Sep	TH-10Sep	F-11Sep	M-14Sep	T-15Sep	W-16Sep	TH-17Sep	F-18Sep	M-21Sep	T-22Sep	W-23Sep	TH-24Sep	F-25Sep	
T-29Sep	W-30Sep	W-30Sep	TH-10Oct	F-20Oct	M-5Oct	T-6Oct	W-7Oct	TH-8Oct	T-13Oct	W-14Oct	TH-15Oct	F-16Oct	M-19Oct	T-20Oct	TH-22Oct	F-23Oct	M-26Oct	T-27Oct	W-28Oct	TH-29Oct	F-30Oct	M-2Nov	T-3Nov	W-4Nov
Quarter 2																								
A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	
TH-5Nov	M-9Nov	T-10Nov	TH-12Nov	F-13Nov	M-16Nov	T-17Nov	W-18Nov	TH-19Nov	F-20Nov	M-23Nov	T-24Nov	W-25Nov	M-30Nov	T-1Dec	W-2Dec	TH-3Dec	F-4Dec	TH-10Dec	F-11Dec	M-14Dec	T-15Dec	W-16Dec	TH-17Dec	
W-16Dec	TH-17Dec	F-18Dec	M-4Jan	T-5Jan	W-6Jan	TH-7Jan	F-8Jan	M-11Jan	T-12Jan	W-13Jan	TH-14Jan	F-15Jan												
Quarter 3																								
A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	
F-5Feb	M-8Feb	T-9Feb	W-10Feb	TH-11Feb	F-16Feb	W-17Feb	TH-18Feb	F-19Feb	M-22Feb	T-23Feb	W-24Feb	TH-25Feb	F-26Feb	M-1Mar	T-2Mar	W-3Mar	TH-4Mar	F-5Mar	M-8Mar	T-9Mar	W-10Mar	TH-11Mar	F-12Mar	
M-15Mar	T-16Mar	W-17Mar	TH-18Mar	F-19Mar	M-22Mar	T-23Mar	W-24Mar	TH-25Mar																
Quarter 4																								
A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	A	B	
W-28Apr	TH-29Apr	M-3May	T-4May	W-5May	TH-6May	F-7May	M-10May	W-11May	T-11May	W-12May	TH-13May	F-14May	M-17May	T-18May	W-19May	TH-20May	F-21May	M-24May	T-25May	W-26May	TH-27May	F-28May		
F-4Jun	M-7Jun	T-8Jun	W-9Jun	TH-10Jun	F-11Jun																			

Important Dates

- 24 Aug: First Day of School Year 20-21
- 7 Sep: No School (Labor Day)
- 10 Sep: LMS Open House (1700)
- 28 Sep: No School (Teacher Training)
- 9 Oct: No School (Teacher Training)
- 12 Oct: No School (Columbus Day)
- 23 Oct: No School (Teacher Work Day)
- 6 Nov: No School (Parent Conferences)
- 11 Nov: No School (Veterans Day)
- 26 Dec: No School (Thanksgiving)
- 7 Dec: No School (Teacher Training)
- 21 Dec - 1 Jan: No School (Winter Break)

Important Dates

- 15 Jan: No School (Teacher Work Day)
- 18 Jan: No School (MLK Jr. Day)
- 29 Jan: No School (Teacher Training)
- 12 Feb: No School (Teacher Training)
- 15 Feb: No School (Presidents Day)
- 25 Mar: No School (Teacher Work Day)
- 26 Mar - 2 Apr: No School (Spring Break)
- 16 Apr: No School (Teacher Training)
- 30 Apr: No School (Teacher Training)
- 28 & 31 May: No School (Memorial Day)
- 10 Jun: Release Students @ 10:15am

LUNCH SCHEDULE

Lunch is during Block 3. Students follow the A, B, or C lunch schedule to which their teacher is assigned.

- A-lunch: 1050-1120
- B-lunch: 1120-1150
- C-lunch: 1150-1220

Seminar (B1) SCHEDULE

Seminar is only on B-days. It is usually during the 1st block (unless we have a special school-wide event).

- Session 1: 0732 - 0755 (Tue: 7:45 - 8:09) 25/24 mins
- Session 2: 0757 - 0820 (Tue: 8:11 - 8:35) 23/24 mins
- Session 3: 0822 - 0845 (Tue: N/A) 23/ mins

Early Release Tuesdays @ 12:50pm for Students (Teacher Collaboration Time)

- No School for Students, Teacher Work Day
- No School for Students, Teacher Training Day
- Last Day SY20-21; Students Released @ 10:15am

Tuesday Early Release @ 12:50pm

- Block 1: 0720 - 0835 75mins
- Block 2: 0840 - 0950 70mins
- Block 3: 0955 - 1135 70mins
- Block 4: 1140 - 1250 70mins

A-lunch: 1035 - 1105
 B-lunch: 1035 - 1135
 C-lunch: 1105 - 1135

Important Phone #'s - LMS Front Office: 645-7187/2124 (from cell phone: 098-970-7787/2124) Buses: 645-2036 (from cell phone: 098-970-2036) Emergency Services: 911 (from cell phone: 098-911-1911)

Q1 - 40 days of instruction Q2 - 44 days of instruction Q3 - 44 days of instruction Q4 - 44 days of instruction 52 - 28 days of instruction Total: 172 days of instruction

Last Update: 7/6/2020

LSMS Bell Schedule (M, W, Th, F)

0715 – First Bell
0720 – Instructional day begins/Block 1
0845 – Block 1 ends
0850 – Block 2 begins
1015 – Block 2 ends
1020 – Block 3 begins
 1050-1120 A Lunch
 1120-1150 B Lunch
 1150-1220 C Lunch
1220 – Block 3 ends
1225 – Block 4 begins
1350 – Block 4 ends

LSMS Bell Schedule (Tuesday)

0715 – First Bell
0720 – Instructional day begins/Block 1
0835 – Block 1 ends
0840 – Block 2 begins
0950 – Block 2 ends
0955 – Block 3 begins
 1005-1035 A Lunch
 1035-1105 B Lunch
 1105-1135 C Lunch
1135 – Block 3 ends
1140 – Block 4 begins
1250 – Block 4 ends

M/W/Th/Fr

Tu (early release)

Block 1: 0720-0845

Seminar

Session 1 7:32-7:55

Session 2 7:57-8:20

Session 3 8:22-8:45

Block 2: 0850-1015

Block 3: 1020-1220

A lunch: 10:50 - 11:20

B lunch: 11:20 - 11:50

C lunch: 11:50 - 12:20

Block 4: 1225-1350

Block 1: 0720-0835

Seminar

Session 1 7:45-8:09

Session 2 8:11-8:35

Block 2: 0840-0950

Block 3: 0955-1135

A lunch: 10:05 - 10:35

B lunch: 10:35 - 11:05

C lunch: 11:05 - 11:35

Block 4: 1140-1250

M/W/Th/Fr

Tu (early release)

Block 1: 0720-0845

Seminar

Session 1 7:32-7:55

Session 2 7:57-8:20

Session 3 8:22-8:45

Block 2: 0850-1015

Block 3: 1020-1220

A lunch: 10:50 - 11:20

B lunch: 11:20 - 11:50

C lunch: 11:50 - 12:20

Block 4: 1225-1350

Block 1: 0720-0835

Seminar

Session 1 7:45-8:09

Session 2 8:11-8:35

Block 2: 0840-0950

Block 3: 0955-1135

A lunch: 10:05 - 10:35

B lunch: 10:35 - 11:05

C lunch: 11:05 - 11:35

Block 4: 1140-1250

CURRICULAR PROGRAM

DODDS EDUCATION PROGRAM DEVELOPMENT PLAN

The DoDDS Education Program Development Plan provides periodic review of the curriculum for each subject area. The plan includes evaluating each program, revising objectives, selecting instructional materials, and providing in-service training for teachers. Textbooks, library books, and supplementary materials are selected by curriculum committees made up of teachers, administrators, and subject area specialists.

CURRICULUM

The curriculum at Lester Middle School is designed to meet the needs of students who are making the transition from childhood to adolescence. The curriculum provides for continued emphasis on the basics and for opportunities to explore new subject areas and develop emerging personal skills. Reading/Language Arts, Math, Science, and Social Studies are emphasized during the three years. The exploratory and elective program allows students to experience different subjects, yet provides for individual interests. Algebra I, Japanese, and Spanish language classes are offered for high school credit.

HOMEWORK

Homework is defined as assignments to be done outside the classroom. These assignments are designed to reinforce classroom instruction, increase understanding and retention, transfer and extend classroom instruction, prepare for class discussion, and provide curriculum enrichment opportunities. It is DoDDS policy that homework will be assigned in accordance with the needs and objectives of individual students and in support of the learning objectives of the particular curricular area.

See teacher syllabus for specific information.

PLAGIARISM & SCHOLASTIC INTEGRITY

What is plagiarism?

“According to the Merriam-Webster Online Dictionary, to plagiarize means:

- to steal and pass off (the ideas or words of another) as one's own
- to use (another's production) without crediting the source”

In other words, plagiarism is an act of fraud. It involves both stealing someone else's work and lying about it afterwards.

There are several ways to plagiarize:

- Representing someone else's ideas or work as your own
- Allowing someone else to copy your work
- Handing in the same work for more than one assignment

To avoid being accused of plagiarism, be sure to keep copies of your notes, keep track of your sources and include a bibliography. Do not share your homework with others, and do not turn in the same paper twice.

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

SYSTEM-WIDE ASSESSMENT PROGRAM (DoDEA Regulation 2000.06, "Systemwide Assessment Program," March 26, 2010)

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

All assessments selected for use within DoDEA shall:

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

The results of each assessment shall be used as one component of the DoDEA Assessment System for major decisions concerning the student's future learning activities within the classroom setting. This data allows parents, students, and staff to better understand each student in order to help them progress and reach their potential. The LMS staff use this information to recommend student placement and course selection, and for referrals to the Talented and Gifted, AVID, Reading Improvement, and Special Education Programs.

INFORMATION CENTER (LIBRARY)

The Lester Information Center (IC) provides students with access to a variety of resources, print, non-print, and electronic. The mission of the Information Center is to encourage students and staff to become more effective users of information and to promote a love of reading.

CHECKOUT POLICY

Students may check out a maximum of three items at a time for a two week period. Items may be renewed if necessary. If an item is lost or damaged the borrower is responsible for replacing it, please contact the Information Specialist.

HOURS

The IC is open to students from 0705 until 1400. LMS encourages students to come to the IC on a regular basis. Students coming to the IC from another class are required to have a signed pass. Students may use the IC during lunch and sign in on arrival.

COMPUTER TECHNOLOGY POLICY

ACCEPTABLE USE

Lester Middle School is fortunate to have access to computer technology that plays an important role in the education of our students and provides our staff with the latest tools with which to teach. Computer technology is defined as all hardware, software, and resources made available anywhere on campus through the services provided. We expect that all students will treat all computer software, hardware, and resources in a responsible manner. Further, it is each student's responsibility to abide by the rules set forth in this policy.

STUDENTS MAY HAVE ACCESS TO:

- Electronic mail communication, possibly with people all over the world.

- The Internet and all of the resources available through this medium such as: commercial databases, university and college databases, government agencies, on-line periodicals, public domain shareware and software, and other resources.
- Internal resources such as CD/DVD, data produced by staff and students, commercial databases, commercial software, printers, etc.
- Electronic reading material (E-readers). Obtain a permission form in the front office to use this at school. Sign and return.

COMPUTER ACCESS/INTERNET POLICY/ELECTRONIC DEVICES (DoDEA Administrative Instruction 6600.01, “Computer Access and Internet Policy,” February 16, 2010)

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

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

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

TERMS AND CONDITIONS FOR COMPUTER USE AT LESTER MIDDLE SCHOOL

- **Acceptable Use** - Computer technology is made available at Lester Middle School to facilitate learning and to provide learning experiences consistent with, and in support of, the curriculum. Federal regulations mandate that users protect and conserve Government property and not use such property for other than authorized purposes.
- **Privileges** - The use of computer technology and its associated resources is a privilege, not a right, and inappropriate use will result in a cancellation of those privileges. Each student who is provided with access to computer technology will be part of a discussion with a Lester Middle School faculty member pertaining to the proper use of computer technology resources. The system administrator will deem what is inappropriate use, and her/his decision is final. Also, the system administrator may deny access and/or close an account at any time as required. The Lester Middle School Staff may request the system administrator to deny, revoke, or suspend access to computer technology for individual users.
- **Network Etiquette** - Students are expected to abide by the generally accepted rules of network etiquette. These include (but are not limited to) the following:
 - a. Users who send inappropriate messages, visit inappropriate sites, or download inappropriate files will be denied access for a period of time determined by the classroom teacher and/or administrator.
 - b. Transmission or access of material in violation of US, Japanese, or SOFA regulation is prohibited. This includes copyrighted, threatening, or obscene material.

- c. Users are to be polite and not get abusive in their messages to others. Users are to use appropriate language. The use of vulgarities or any inappropriate language is not permitted.
- d. Users will not reveal their personal address or phone numbers to other users.
- e. Note that electronic communication is not guaranteed to be private. The system administrator has access to all mail and may, at her/his discretion provide access to administration and/or faculty.

STUDENT ENROLLMENT

STUDENT ENROLLMENT: REGISTRATION PROCESS (DoDEA Regulation 1342.13, "Eligibility Requirements for Education of Elementary and Secondary School-Age Dependents in Overseas Areas," September 20, 2006, as amended & DoD Instruction 1342.26, "Eligibility Requirements for Minor Dependents to Attend Department of Defense Domestic Dependent Elementary and Secondary Schools (DDESS)," March 4, 1997)

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

The following documents are necessary to complete the registration process:

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

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

STUDENT ENROLLMENT: IMMUNIZATION REQUIREMENTS (Immunization Requirements Memorandum)

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

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

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

STUDENT PROGRESS

STUDENT GRADE-LEVEL PLACEMENT (DoDEA Regulation 2000.3, “Student Grade Level Placement,” March 26, 2004)

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

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

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

GRADING SYSTEM

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

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

Timely and accurate reporting of student progress shall be accomplished for students in grades 4 through 12, using the approved DoDEA Electronic Gradebook (EGB) System – GradeSpeed. GradeSpeed allows parents to stay connected with their students’ education by allowing them to view academic progress, and providing easy communication channels to teachers via email links. For instructions, go to the GradeSpeed link under Student and Parent Resources Parent Login - <https://dodea.gradespeed.net/gsl/>.

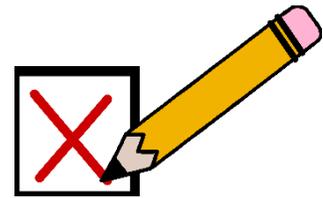
All assignments (e.g., quizzes, tests, examinations, homework, speeches, etc.) that are used to assess and report student progress shall be promptly evaluated and/or graded, posted in the EGB, and returned to the student. The normal period of evaluation and posting should be no longer than ten (10) calendar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

Official reports of academic grades are issued at the end of each marking period. Parents and students should keep these reports. Letter grades are based on a great deal more than marks received on tests, quizzes, and semester exams. They include class discussion, laboratory or

hands-on experiences, homework, projects, etc. Parents should expect report cards to arrive electronically via email to the primary email address registered with the school.

The Incomplete (I) grade may be given when the student has not been able to complete the required assignments due to late entry, prolonged illness, or excessive excused absence from school. This temporary grade is not given to students who attended class regularly and could have completed the assignments on time. When a grade of "I" is given, the counselor and the teacher will determine the length of time needed to complete the work, but this should not extend beyond a two-week period. Once the deadline has been established if the required work is not completed, the "I" will become an "F." In preliminary computations of the student's grade point average, the grade of "I" is equivalent to zero grade points. Please contact our Registrar for information about transcripts, registration, revalidation, enrollment eligibility, and review school records.

Grade	DoDDS Grading Scale	Grade Points
A	90-100 percent	4
B	80-89 percent	3
C	70-79 percent	2
D	60-69 percent	1
F	59 percent and below	0
I	Incomplete (until removed)	0



PROGRESS REPORTS/REPORT CARDS (DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995)

In accordance with the policies and procedures in the DoDEA Regulation 2000.10, “Department of Defense Dependent Schools Progress Reports,” August 1, 1995 it is the policy of DoDEA to issue a progress report every nine weeks for any student present or enrolled for at least 20 days or more in a marking period. Marks will be given at the end of the second, third, and fourth marking period for students in grades K-1. Marks or grades will be given at the end of each of the four marking periods for students in grades 2-12. For students in grades K-12, unsatisfactory achievement of program objectives or standards will be reported to parents during each marking period as soon as evident, but no later than the midpoint of the nine-week grading period to allow sufficient time for a student to correct the problem. In case of students whose performance does not begin to decline until after the midpoint in the quarter, every effort will be made to contact parents as soon as this happens and work to get the student back on track. All students will receive assessments that fairly and accurately report their academic progress. Marks or grades on report cards will be determined by the degree to which students are achieving established program objectives or standards. Marks or grades must be based upon student academic performance.

TRANSCRIPTS/RECORDS POLICY/ACCESS TO STUDENT RECORDS

Student records and transcripts may be requested from several different sources, depending upon the student's last date of attendance or graduation date. Please visit the student records [website](#) for further instruction based on your situation or discuss with the counseling department at your student's school.

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

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

order for grades to be assigned and credit to be granted. Students who withdraw prior to the 20-day limitation of the accelerated withdrawal policy will receive “withdrawal” grades rather than final grades.

GRADUATION REQUIREMENTS (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

A standard diploma is awarded upon completion of the following requirements as stated in Enclosure 3, Sections 2 and 3 in the DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 2014:

- Minimum 2.0 GPA;
- Completion of 26.0 units of credit; and
- Completion of specific course requirements.

An honors diploma is awarded upon completion of the following additional requirements:

- Completion of all requirements for a standard diploma and additional course requirements;
- Minimum 3.8 GPA at the end of the second semester of the graduating year; and
- Earning a passing grade and the requisite exams in a minimum of four Advanced Placement (AP) exams and/or International Baccalaureate diploma (IB) in advanced-level courses.

High School Graduation Course Requirements:

Minimum Requirements		
Content Area	Standard Diploma	Honors Diploma
English Language Arts	4.0 credits	4.0 credits
Social Studies	3.0 credits	3.0 credits
Mathematics	4.0 credits	4.0 credits
Science	3.0 credits	3.0 credits
World Language	2.0 credits	2.0 credits
Career Technical Education	2.0 credits	2.0 credits
Physical Education	1.5 credits	1.5 credits
Fine Arts	1.0 credit	1.0 credit
Health Education	0.5 credit	0.5 credit
Summary		
Minimum Total Credits	26.0 credits	26.0 credits
Required Courses	20.0 credits	20.0 credits
Elective Courses	6.0 credits	6.0 credits
AP and/or IB Courses and requisite exams	-	4 courses
Minimum GPA	2.0 GPA	3.8 GPA
*AP and/or IB courses may be used to meet DoDEA requirements.		

In Bahrain only, an IB diploma is awarded upon completion of the established requirements for the IB diploma. Students unable to successfully meet requirements for receipt of the IB diploma must meet all requirements for the standard or honors diploma to receive a DoDEA diploma.

TRANSFERRING COURSE CREDITS TO A DoDEA SCHOOL (DoDEA Administrative Instruction 2000.1, “High School Graduation Requirements and Policy,” September 5, 2004)

DoDEA will accept the official courses, grades, and earned credits of middle school (grades 7-8) and high school (grades 9-12) students who transfer into a DoDEA school from other DoDEA schools or who earn course credits in a non-Department of Defense (DoD) system (public or private), correspondence, online, and/or homeschool program that are accredited by one of the six U.S. regional accrediting associations, one of the U.S. state education agencies, or by a public- or state-

supported system of accreditation for public or private education programs in a foreign nation in accordance with Enclosure 3, Section 10 of the DoDEA Administrative Instruction 2000.1, "High School Graduation Requirements and Policy," September 5, 2004. Please contact your child's school for questions regarding course credit transfer process and approval.

HOME-SCHOOL STUDENTS

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

PARENT-TEACHER CONFERENCES

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

RESOURCE PROGRAMS

EDUCATION STUDENT SERVICES

Education Student Services (ESS) is an integral part of the total education program. The ESS Department includes DoDEA school nurses, school counselors, school psychologists and school social workers (located only in certain locations). The ESS staff members at each DoDEA school partner with parents, community, students and other educators to assist in creating an educational environment conducive of academic, personal, social and career growth of all students. Please visit the Education Student Services [Website](#) for further instruction based on your situation or discuss with an administrator at your student's school.

COUNSELING (DoDEA Regulation 2946.1, "School Counseling Services," September 8, 2003 & DoDEA Manual 2946.2, "Department of Defense Education Activity School Counseling Services," January 1, 2006)

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

Elementary school counseling programs support student's self-concept and feelings of competence as successful learners. In elementary grades, school counseling programs deliver the knowledge, attitudes and skills (e.g., decision-making, communication, interpersonal, and life-skills) required for students to progress through school as competent and confident learners. Secondary school counseling programs are designed to meet the rapidly changing needs of students in grades 6-12, while preparing them for high school and beyond. College and career exploration and planning are emphasized at the secondary level. As middle school students learn to manage more independence and responsibilities, school counseling programs are designed to connect learning to practical application in life and work, support personal/ social skills, and foster effective learning / study skills. High school counseling programs are designed to foster student preparation and readiness for successful college and career pathways after high school. All high school students create and manage a four-year plan with their counselor. The four-year plan is designed to teach students how to create and attain their graduation, college and career goals while taking into account their interests, aptitudes and graduation requirements.

LESTER MIDDLE SCHOOL COUNSELORS

School counselors are here for students. They also work with teachers and administrators to assist students in acquiring the skills necessary to lead productive and fulfilling lives. They may see their counselor for academic and personal concerns and for educational testing. Class time can be made available for students to visit the counselor when appropriate arrangements have been made. Students are responsible for any class work missed while meeting with the counselors. ***Please telephone the counseling office if you have concerns regarding the Guidance Program or if you would like to make an appointment with a counselor (645-7768/098-970-7768).***

COURSE SELECTION

The guidance counselors assist students and in developing the programs that will best suit their individual needs. Students should be aware that once they are enrolled in a course, that course might only be dropped for valid reasons determined by and with the recommendation of a staff member, placement committee, parent, or the administration. Final approval rests with the principal.

STUDENT INTERVENTION

A Student Success Team exists to collect data, discuss referrals, and make recommendations for program interventions and student placement. This committee will make recommendations to the administration regarding any class placement, which is not routine. They will review student progress to determine what strategies will better meet the needs of the students. Final decisions on grade and program placement are the responsibility of the principal.

SCHOOL PSYCHOLOGY (DoDEA Regulation 2946.3, "School Psychological Services," January 22, 2004)

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

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

ENGLISH FOR SPEAKERS OF OTHER LANGUAGES (ESOL)/LANGUAGE SERVICES (DoDEA Regulation 2440.1, “English as a Second Language Programs,” March 16, 2007)

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

AVID (ADVANCEMENT VIA INDIVIDUAL DETERMINATION)

AVID is designed to address the needs of students who are currently shown to be underrepresented in four-year colleges and universities. It is a voluntary program for students with college potential that provides the skills, tutorial support, and encouragement necessary for students to succeed in the rigorous courses required in high school and meet college entrance requirements. Students who are accepted into the AVID program must meet *specific requirements* to be eligible.

SPECIAL EDUCATION (Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015)

Special education is considered specially designed instruction, which is provided at no cost to the parents, to meet the unique needs of a child with a disability, including instruction conducted in the classroom, home, hospitals and institutions, and in other settings, as well as instruction in physical education. In accordance with the policy stated in the Department of Defense Instruction 1342.12, “Provision of Early Intervention and Special Education Services to Eligible DoD Dependents,” June 17, 2015 the law requires school districts with students with disabilities to be provided reasonable accommodations to allow access to educational programs and associated activities to the same extent as students without disabilities.

Lester Middle School has the resources and staff to accommodate the needs of a variety of special needs. Students who are eligible for an Individual Education Plan (IEP) will be provided with the special education and related services they require in order to experience educational success.

CASE STUDY COMMITTEE

In order to implement the Department of Defense Educational Activity (DoDEA) compliance with Public Law 94-142 and the Individuals with Disabilities Education Act (IDEA) (PL 101-476), Lester Middle School has established a Case Study Committee (CSC). The CSC refers to a multidisciplinary team of special educators, speech and language therapist, regular educators, related services personnel (counselors, nurse, Medically Related Services, school psychologist), administrators and parents, where appropriate. The Core CSC is personnel who are responsible for a variety of activities involved with the effective functioning of the special education program. They meet to consider referrals, plan and conduct assessments, determine eligibility, and develop programs for students who may need special education and related services.

DISABILITY SERVICES (DoDEA Administrative Instruction 2500.14, “Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities,” April 29, 2009, as amended & DoDEA Regulation 2500.10, “Special Education Dispute Management System,” August 28, 2001)

A student with a disability, or who has a record of a disability, or is regarded as having a disability, shall not be excluded from participating in, or be denied the benefits of, any DoDEA education program or activity or be subjected to discrimination based solely on a disability. In accordance with

Enclosure 3 in the DoDEA Administrative Instruction 2500.14, "Nondiscrimination and 504 Accommodation on the Basis of Disability in DoDEA Conducted Education Programs and Activities," April 29, 2009, as amended students with disabilities shall be provided a free and appropriate education in the least restrictive environment at no cost to the parents. Disability services that students may be eligible for include speech-language pathology; audiology services; interpreting services; psychological services; physical and occupational therapy; recreation including therapeutic recreation; social work services; school nurse services designed to enable a child with a disability; counseling services including rehabilitation counseling; orientation and mobility services; and medical services for diagnostic or evaluative purposes. Please contact your child's school for specific details relating to your child. In accordance with Section 5 in the DoDEA Regulation 2500.10, "Special Education Dispute Management System," August 28, 2001 either the parent or the school may request mediation to resolve a disagreement concerning a child's individualized education program, including the delivery of medically related services.

CHILD FIND

Child Find is the ongoing process used by DoDEA and the Medically Related Services department of the armed forces to seek and, with consent of parents, identify individuals (from birth to age 21, inclusive) who are eligible to receive special education and related services (speech/language, learning, physical, emotional). Child Find activities include the dissemination of information to the public as well as screening, referral and identification procedures. All referrals are confidential. Anyone who has a concern about such youth should contact the Guidance Counselors.

STUDENT HEALTH

CHILD ABUSE AND NEGLECT (DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998)

In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, all DoDEA personnel will participate in the identification of child abuse and the protection of children. School personnel shall promptly report all suspected or alleged child abuse to the local Family Advocacy Program (FAP) officer and to their immediate supervisor and shall cooperate with the FAP process. The DoD FAP provides for the identification, treatment, and prevention of child abuse and neglect.

The school's primary job is to be a child advocate when faced with issues of child abuse and/or neglect. The Department of Defense Dependent Schools, Marine Corps Order 5800.2 and community regulations mandate school officials' reporting of child abuse and neglect.

FAMILY ADVOCACY PROGRAM (DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998)

The Family Advocacy Program (FAP), which is an installation program, is designed to address prevention, identification, evaluation, treatment, rehabilitation, follow-up, and reporting of family violence. FAPs consist of coordinated efforts designed to prevent and intervene in cases of family distress and to promote healthy life. In accordance with DoDEA policy in the DoDEA Regulation 2050.9, "Family Advocacy Program Process and Procedures for Reporting Incidents of Suspected Child Abuse and Neglect," January 27, 1998, DoDEA school personnel will participate in the identification of child abuse and the protection of children by promptly reporting all suspected or alleged child abuse to the local FAP officer and to the reporting employee's immediate supervisor.

ADULT-TO-STUDENT SEXUAL ABUSE, SEXUAL HARASSMENT, AND OTHER INAPPROPRIATE BEHAVIOR OR CONDUCT (DoDEA Regulation 1800.02, “Prohibition of Adult-to-Student Sexual Abuse, Sexual Harassment, and Other Inappropriate Behavior or Conduct,” June 15, 2015)

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

SEXUAL HARASSMENT (DoDEA Policy Statement on Sexual Harassment, Directive-Type Memorandum 18-DME0-004, and DoDEA Administrative Instruction 2051.02, Student Rights and Responsibilities)

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

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

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

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

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

DRUG-FREE SCHOOL AND LEARNING ENVIRONMENT - DODDS POLICY

Possession of, being under the influence of, or selling or giving away non-prescription, prescription, illegal drugs, controlled substances, or alcohol on the school campus, during the school day, or during any school-sponsored trip or activity is not permitted. Appropriate discipline will be taken if these standards are not met. All prescription drugs must be kept by the nurse (See Medication.)

HEALTH SERVICES

SCHOOL HEALTH SERVICES (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

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

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

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

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

SCHOOL NURSE

Primary responsibility for a student's health belongs to the parents. Students who are ill or injured should remain at home, or, if necessary be seen by a health care provider. **Students should not be sent to school with instructions to go to the school nurse.** Students who are ill cannot learn effectively. The school nurse provides services for students who become ill or injured during the school day. Students who are ill or injured should get a pass from their teacher or a lunch monitor.

The school nurse shall take the following measures:

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

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

The School Nurse does not diagnose or treat any non-school related injury or illness, including Youth Services sports injuries, non-specific rashes and other vague skin conditions, or allergic symptoms, or dispense any over-the-counter medications such as Tylenol, Motrin, cough drops, etc. nor excuse students from participating in physical education.

STUDENT ILLNESS

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

- **Fever:** Elevated temperature of 100.4°F or greater. The student should be fever free (oral temperature below 99°F), without the use of fever-reducing medicines, for a complete school day (24 hours) before returning to school.
- **Flu Symptoms:** Fever over 100.4°F or greater with cough and/or sore throat. Other flu symptoms can include fatigue, body aches, vomiting and/or diarrhea. A student must remain home for at least 24 hours after there is no longer a fever, without the use of fever-reducing medicines.
- **Coughing:** Severe uncontrolled coughing or wheezing; rapid or difficult breathing; coughing lasting longer than five-seven days.
- **Vomiting:** Two or more episodes of vomiting in the past 24 hours. A student must remain home until vomiting resolves (no further vomiting for 24 hours).
- **Diarrhea:** Frequent, loose or watery stools compared to child's normal pattern; not caused by diet or medication. A student must remain home if a) he/she looks or acts ill; b) he/she has diarrhea with temperature elevation of 100.4°F or greater; c) he/she has diarrhea and vomiting.
- **Rash WITH Fever:** A body rash *without* fever or behavior changes usually does not require exclusion from school; seek medical advice.
- **Conjunctivitis:** Pink/reddish color to white part of the eye *and* thick discharge may be yellow or greenish in color. A student should remain home until discharge and signs of infection have cleared or completion of 24-hour treatment with ophthalmic solution prescribed by a health care provider.
- **Head lice or scabies:** A student must remain home until treatment has been initiated. Note: Strict adherence to product directions is essential for successful eradication of parasites.
- **Impetigo:** (Including streptococci, staphylococcus, and methicillin-resistant staphylococcus aureus ["MRSA"] infections). Blister-like lesions which develop into pustules. May "weep" and crust. A student must remain home for 24 hours after medical treatment initiated. *Note: Lesions must be covered for school attendance.*
- **Ringworm:** While a student may attend school with ringworm, lesions must be covered for school attendance.
- **Vaccine Preventable Diseases:** Measles, mumps, rubella, (German measles), chicken pox, pertussis (whooping cough), and influenza. A student must remain home until determined not infectious by medical care provider.

Please visit the DoDEA Student Health Services [Website](#) for further instruction based on your situation or discuss with an administrator at your student's school.

FIRST AID AND EMERGENCY CARE (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

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

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

EMERGENCY NOTIFICATION PROCEDURES (DoDEA Regulation 2720.1, “First Aid and Emergency Care,” September 8, 2003)

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

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

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

Parents should ensure that students know their sponsors unit and both duty, home, and cell phone numbers as well as email addresses. It is **extremely** important that the school has at least one local emergency contact (name and phone number) in addition to the home and duty phone numbers of parents. Students who are ill or injured will be released to a parent or guardian or to the person designated on DS Form 600, Sponsor Pupil Registration. If these individuals cannot be contacted, it may be necessary to request the assistance of the sponsor’s unit or Family Advocacy. ***When rank, phone number (work/home/cell) and/or email address has changed, please notify the registrar.***

INCIDENT REPORTING/ACCIDENT-INJURY

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

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

MEDICATION

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

Students should not self-administer medication. This includes aspirin, vitamins, over the counter medication and prescriptions. Parents are responsible for ensuring that an adequate supply of medication is provided. Parents must pick up all medication by the last day of the school year; otherwise, the medication will be discarded.

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

ALLERGIES AND CHRONIC-ACUTE CONDITIONS (DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003)

Please inform the school nurse of any medical condition and health concerns your child may have to better serve and protect your child's welfare in accordance with the DoDEA Regulation 2720.1, "First Aid and Emergency Care," September 8, 2003. Food allergies including peanut/nut allergies are a significant health concern within the school environment. Completely banning nuts or other foods is not recommended as it is 1) not possible to control what other people bring onto the school grounds and 2) does not provide the allergic student with an environment where he/she can safely learn to navigate a world containing nuts. When a ban is instituted, parents feel their child will not be exposed to allergens. A ban can create a false sense of security. Allergic reactions can range from mild symptoms to life threatening reactions. Ensuring a safe environment for all students and visitors is a primary focus for the administration and staff. Your assistance and support in helping us maintain a safe environment for every student, staff, and visitor is greatly appreciated. In an attempt to raise awareness and limit an unnecessary exposure during school hours, we are implementing the following steps to address food allergies. These include:

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

MASK USE

Health Protection Conditions require mask protection, each student will be provided two washable masks. If the masks are torn, soiled, or wet; the parent is required to replace the masks for rest of the school year. For other Health Protection Conditions requirements, please see the school website for latest policy guidelines under Health Protection.

MEDICAL CARE FOR OVERSEAS NON-DOD DEPENDENTS

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

ATTENDANCE POLICY



It is Lester Middle School's expectation that all students will attend school regularly and punctually. **Regular school attendance is vitally important!** In order to receive the best education, students need to **Be Here!** Academic penalties will not be imposed for **excused** absences. 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. (We understand, not always possible)
- 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.

STUDENT ATTENDANCE (DoDEA Regulation 2095.01, “School Attendance,” August 26, 2011, as amended)

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

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

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

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

- 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
- Pandemic event

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

SIGN IN AND SIGN OUT

Students who arrive to school after the first bell **must** be signed in by a parent/sponsor in the front office. Tardiness due to an appointment or illness will be excused. Likewise, students who leave school during the school day must also be signed out by a parent/sponsor and signed back in upon return that day. Students will not be allowed to leave campus without a parent to sign them out, or without prior arrangements made with the administration.

Lester Middle School is a closed campus. Students are not permitted to leave the campus for any reason unless they have permission to leave school with the proper school permission form. Once students come on to campus, either by car, bus, or foot, they are to remain on campus until the end of the school day. **Those students who leave campus during the day without authorization will face appropriate disciplinary action.**

EXCUSED ABSENCE OR TARDINESS

Parents or sponsors must inform the attendance office by phone, 645-7787/098-970-7787, before 0720 hours on the day a student will be absent from school if the absence is due to illness, appointment, or other short-term reasons. If an emergency prevents you from informing the school of short-term absences before 0720, please do so as early in the school day as possible.

UNEXCUSED ABSENCE OR TARDINESS

Students who are late to class miss the teacher's introduction of the lesson, initial instruction, and/or expectations for that day. They also disrupt instruction for the other students in the class. Unexcused tardiness during the school day is recorded as a violation of the school rules. Examples of unexcused absence or tardiness are oversleeping, missing the bus, walking the dog, baby-sitting, going home for forgotten homework or school materials, having to take the late shuttle because of suspension, or not having a parent call the school when a student will be absent. Any student who is absent from school, and is not under the supervision of a parent or guardian is considered truant. Students who choose not to attend class will be suspended from school or other disciplinary action as deemed appropriate. Unexcused absences may result in disciplinary action (i.e., detention, in-school suspension, and expulsion), along with loss of credit. The school will work with the Command if there are excessive absences.

MAKE-UP WORK (DUE TO ILLNESS OR INJURY)

After an absence, ***it is the student's responsibility to check with all of their teachers to make sure work missed is complete.*** It is the student's responsibility to take care of all make-up work. Failure to do so may result in a failing grade. Each individual teacher will determine make-up procedures in his/her class. Seminar period is a class period setup for students to make up work and meet with teachers if further help is required. ***The rule for time allowed for making up class work due to an absence will be the number of consecutive days the student was absent plus one.*** For example, if a student is absent Monday and Tuesday, the student will have Wednesday, Thursday, and Friday to make up the missed assignments.

ADVANCED NOTIFICATION AND REQUEST FOR EXCUSED ABSENCE

If a student/sponsor desires to request that class work be provided during the prolonged absence, the request must be submitted through the administration at least ***3 days prior to departure.*** ***When class work has been provided, it must be turned in to each teacher within the first two days after the student returns to school.*** If not turned in as required, all assignments may be recorded as a failing grade in the grade book. Students will be required to sign a memorandum of understanding to this effect with the office staff prior to departure. Please note, if family requests Advanced Notification and Request for Excused Absence after the established authorized departure date for PCS'ing families, and/or will not be returning until after the last day of school, no class work will be provided and students will receive a grade to date for the quarter. If this is the case, students will be expected to turn in all textbooks and materials, clear their locker, and clear the Information Center before leaving.

STUDENT AND PARENT INFORMATION

RIGHT TO AN EDUCATION

All students are entitled to an educational program comparable to those offered in public schools in the United States. Students are entitled to enjoy the opportunity to participate fully in school unabridged and unimpaired because of race, religion, sex, creed, national origin, disability or intellectual ability, or marital status. All students will be extended equal opportunities to participate in educational and school-sponsored activities. Additionally, students shall be free from verbal, physical, visual, and psychological sexual harassment, including uninvited sexual advances, from other students and adults.

STUDENT RIGHTS AND RESPONSIBILITIES (DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

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

Students shall:

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

Student involvement in the educational process is a basic right. Active involvement of students in their education, including planning and evaluation, fosters a spirit of inquiry in which students may freely express their own views and listen to and evaluate opinions of others. Basic to this belief is the concept of mutual respect between faculty and students. The school staff, parents or sponsors, installation commanders, and students have the responsibility of working together so that all students have the opportunity to develop to their full potential under a democratic system.

PARENT

The role of parent participation in the education of our children is an important one. In order to prepare our students for success in a dynamic global environment we need to form a strong bond between home and school. To this end, Lester Middle School has several organizations and activities that encourage parental involvement including School Advisory Council, PTO, and community events.

Lester Middle School would like to extend an invitation for Parents and Guardians to take advantage of our open door policy. A 24-hour notice to administration and teachers is required if you wish to shadow your student for any part of the school day. ***All visitors must sign in at the office before they proceed to shadow their student.***

CANCELLATION OR EARLY CLOSING SCHOOL

On rare occasions, bus transportation may be delayed or canceled altogether. If buses are delayed or canceled, school is also delayed or canceled. Cancellation and delay announcements will be made on AFN Radio/TV starting before 0600 hours. School may be closed early for a number of reasons. For example: Typhoon or Tsunami weather conditions, heating, electrical, or plumbing problems that would endanger the health or safety of the students would be a reason for closure. Announcements of closings and delays will be made on AFN. ***It is absolutely essential that each student know where to go in case school is closed early.*** (See page 41 for Typhoon information.)

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

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

If you would like to invite a visiting relative from off-island or local national friend to visit Lester Middle School, (1) get a permission slip from the office at least two days before the intended visit (2) have the permission slip signed by all your classroom teachers and approved by the administration, and (3) on the day of the visit, bring your visitor to the main office and obtain a visitor's pass. Remember, you are responsible for your visitor who will be required to follow all school rules. Parents are always welcome to visit classrooms. This would include parents that want to "look in," "check on," or spend the day with their child, prior arrangements should be made if possible with the teacher and Administration. **Please note that this is not a time for a parent/teacher conference.** If a meeting with the teacher is needed, these visits should be planned with the teacher or administration prior to the scheduled day. There are times when parents are scheduled to participate in a class activity. This is encouraged. However, parents are not allowed to question their child's peers on community or personal issues when on school grounds.

COMMUNICATION

There are a variety of avenues that LMS uses to communicate with students and parents which include newsletters, Facebook, the school web page, and the in-house TV and speaker system. School information, articles, news and special events will be announced using one of these options. Parents are encouraged to call the school if you have any questions or concerns.

SCHOOL ADVISORY COMMITTEES (DoDEA EUROPE & DoDEA PACIFIC) AND SCHOOL BOARDS (DoDEA AMERICAS)

This is one way for parents to get involved in their child's education. Please consult your child's school to find the schedule for School Advisory Committee (DoDEA-Europe and DoDEA-Pacific) or School Board meetings (DoDEA-Americas).

STUDENT RECOGNITION

HONOR ROLL – 1ST, 2ND, 3RD QUARTER

The Honor Roll will be recognized for Quarters 1, 2, 3 (nine-week marking period). If a student makes the honor roll, an invitation will be e-mailed or sent home with your child. The Honor Roll is divided into two levels.

Level	Grade Point Average
Principal's Honor Roll	4.00
A and B Honor Roll (No C's or below)	3.00-3.99

4TH QUARTER AWARDS

Lester Middle School celebrates our academically outstanding students with an honor roll assembly at the end of each of the first three quarters. Students earning all A's and B's receive Honor Roll

recognition. Students earning all A's receive Principal's Honor Roll recognition. Parents of honor roll students will receive invitations prior to the seminar ceremony. (Since grades are not completed until students have been dismissed for the year, we do not have a 4th quarter honor roll assembly.)

For the 4th quarter, each grade level has an award ceremony celebrating outstanding student achievement in a variety of areas. Teacher awards for excellence in specific subject areas are given to a predetermined number of students per teacher. These awards for excellence are for those students with exceptional performance and positive contributions in the classroom. Each teacher is also able to nominate one student to receive the Assistant Principal's award for citizenship, leadership, and service in the classroom, school, and/or community. Grade levels may also present overall Students of the Year awards and/or special program awards such as Science Fairs, Geography Fairs, etc. Finally, the 8th grade presentation will also include Presidential Awards honoring extraordinary achievement in both GPA and Standardized Tests scores. These June ceremonies are during seminar for the 6th and 7th grade and in the evening for the 8th grade. Invitations are sent to those students receiving awards.

NATIONAL JUNIOR HONOR SOCIETY (NJHS)

The National Junior Honor Society is similar to the National Honor Society found in most high schools. NJHS originated in 1929 and is designed for students in eighth grade. NJHS strives to create enthusiasm for scholarship, leadership, character development, and citizenship. Students are selected based on GPA. To apply, a student must fill out a packet and return it to the NJHS sponsor. Then, a panel of teachers reads over each packet to determine selection.

LMS SUCCESS PLANNER

A spiral success planner calendar will be issued to each student at LMS, purchased by the LMS PTO. All students are required to write down their daily homework assignments in all classes and share this information with their parents. When no homework is given, students should briefly state what was studied during class. Success planners should be maintained in the front of the student's three ring binder. It should be treated like any textbook and maintained in good condition. Periodically, teachers will review the planner. Therefore, pages are not to be torn out or folded. If for any reason a student loses their assignment calendar, she/he may obtain a replacement in the front office.

STUDENT ACTIVITIES

INTERSCHOLASTIC ATHLETICS

All high school students, and middle school students in some cases, are provided the opportunity to participate in the Interscholastic Athletic Program without regard to race, religion, color, national origin, sex, disability, or other factors unrelated to that participation. There are uniform eligibility policies for participants in all athletic programs. Please refer to your Area Interscholastic Athletics Program Policy for details relating to your school. For DoDEA-Americas schools, please consult your state of residence athletic policies and the school athletic director for specifics regarding state regulations and requirements.

PROGRAMS

The activities program at Lester Middle School is designed to be in harmony with the middle school philosophy and its goals and strategies as stated in our philosophy. Care is taken to avoid emulating the high school activity program, especially in regard to athletics and those activities surrounding athletics. Students have an opportunity to explore a wide variety of activities in a non-threatening environment. The activities include both group and individual participation. These activities are selected to help the student make the transition from playtime activities to group and individual participation in areas of interest both now and possibly in the future. Clubs that may be offered:

Game Club, Science clubs, National Junior Honor Society, Student Council, Yearbook, Intramural Sports, Instrumental Music, Writing, and Academic Success Clubs. Students may participate in some high school sports activities requiring a sports physical. Check with administration for specific programs. Students participating in an after school activity must report to the appropriate area no later than 1355 hours. Any late arrivals to the activity will not be able to participate that afternoon and must immediately leave the campus. Students who are not participating in an authorized after-school activity must leave the campus. Once a student leaves the campus, they are not allowed back on after school hours.

POLICY REGARDING DANCES

Only those students currently enrolled at LMS may attend school dances. ***The School's dress code will be maintained.*** Loitering in the parking lot or other areas of the school campus will not be allowed. All students are to depart the school campus no later than 15 minutes past the ending time of the dance. Once a student leaves the dance, the student will not be permitted to re-enter and must immediately leave the campus. Parents are responsible for students' transportation home immediately after school dances. In the rare case where a parent does not pick up their child in a reasonable amount of time, PMO will be contacted to assist.

LUNCH PROGRAM

MEAL AVAILABILITY

The hot lunch program is provided by AAFES. School lunch menus are prepared using available commodities and available kitchen equipment. All lunches served meet the USDA pattern meal requirements to provide approximately one third of a student's daily nutritional needs. Free and reduced price lunches are available. Parents are strongly encouraged to participate in the School Meal Program.

LUNCHROOM BEHAVIOR

Students who intend to eat lunch will enter the cafeteria through the entrance door only. They will (1) get in line to buy lunch, milk, or juice, or (2) find a seat to eat their sack lunch. Students must get in line immediately if they are buying a lunch, ala-carte, or drink. This ensures that all students will be served a lunch before anyone is allowed to buy a second lunch. The lunch serving line will close ten minutes before the bell rings each lunch shift. Students will treat the cafeteria personnel with respect at all times.

No cutting in line is allowed. Anyone caught cutting or allowing other students to cut will be sent to the end of the line. Once seated, students will remain seated until they finish their lunch. There will be no table-hopping, standing to eat, food throwing, or eating off of other student's plates. It is also understood that inappropriate behaviors such as shouting, yelling, screaming, running, play fighting or other such activities are prohibited. Once finished, students will be responsible for cleaning their area and placing all trash and lunch trays in the proper receptacles. When returning trays to the designated window, students will be expected to stack the trays correctly, fitting them one on top of the other. Students who elect an outdoor break option will be expected to depart the cafeteria through the exit door with all their possessions. Once students have exited the cafeteria, they will not be allowed to re-enter. No food or drinks may be consumed outside of the cafeteria.

Outdoor lunch break options include: the courtyard where students may visit with friends, the basketball court, tennis court, tetherball courts, and four-square blocks. Students may also remain in the cafeteria, if they choose. With adult permission, students may go to the library, to a teacher's classroom, nurse's office or to the counseling center. Students must have a pass to enter the building during lunch.

During rainy day lunch, students remain in the cafeteria for the scheduled lunch period. On rainy days, crowded conditions require that students remain seated and visit with their friends once they have finished their lunch and cleared their table. If the rain ceases, the courtyard will be the only break option due to puddled courts and muddy fields.

STUDENT CONDUCT

EXPECTATIONS

Our policy at Lester Middle School is to strive to maintain a school environment that is safe and free from intimidation, threats, or violent acts. *This includes, but is not limited to fighting, play fighting, pushing, shoving, slapping, shouting, scuffling, horseplay, running, intimidating, threatening, bullying, vandalism, arson, sabotage, possession or use of weapons,* or any other act, which, in the administration's opinion, is inappropriate to the school environment. In addition, offensive comments regarding violent events and/or aggressive behaviors will not be tolerated.

Any student who instigates, cheerleads, promotes, or displays behavior that encourages peers to participate in any unsafe and/or negative practices will be held accountable for their actions. Incident reports will be filed and disciplinary steps will follow.

At all times, appropriate social behaviors will be expected. Lester Middle School believes in and promotes mutual respect among staff, students, and parents. ***No verbal or written put-downs (slam books), cyber-bullying, sexting, inappropriate Facebook or other social media entries, teasing, name calling, vulgar language, harassment; racial or ethnic slurs will be tolerated.***

Students are expected to mediate any conflict with a peer only in the counselor's office or administrative office. Any student who fails to comply with this expectation will be held accountable for their actions.

Disciplinary steps will follow when the behaviors negatively affect the educational environment. Students who feel subjected to any of the behaviors listed above should immediately report this to a counselor, teacher, or administrator. All complaints will receive attention and the situation will be investigated. Based on the results of the inquiry, disciplinary action deemed appropriate by school administration will be taken.

During assemblies, students will listen attentively, respect the feelings of others, behave courteously toward speakers, performers, and guests, and applaud at appropriate times. Booming is not permitted. School policies and procedures for student conduct apply in the school, on school grounds, and at school sponsored activities. This includes any time students are on campus before and after school, while students are participating in or observing school-sponsored activities, and on all school-sponsored trips.

Management of student behavior is a responsibility shared by students, parents, the school, and the community, and consists principally of teaching and reinforcing positive student attitudes and behaviors.

Discipline is handled first by the classroom teachers/specialist/paraprofessional. For repeated offenses or more serious infractions, the student is referred to the administration. At times, the counselor(s) may be called upon to suggest intervention strategies and conflict resolution/peer mediation.

Inappropriate behaviors are categorized into four levels. (Please see the Pacific South Discipline Matrix on page 31). Consequences for inappropriate behavior can range from counseling, detention, and suspension. The previous mentioned consequences are exhausted prior to expulsion, that remove a child from the school, except when a child poses an immediate threat to his or her safety or the safety of others in the school.

For instances where the consequences of a student's inappropriate behavior will result in a student being suspended or expelled from school in excess of 10 days (consecutive or cumulative), a Discipline Committee Hearing will be held in accordance with existing DoDDS regulations.

In all cases, parental cooperation and support are essential in eliminating inappropriate behaviors and creating a positive learning experience for the student.

Students will abide by rules the administration or faculty deem necessary and proper in order to maintain a safe and respectful educational environment.

GENERAL DISCIPLINE

STUDENT DISCIPLINE (DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended & DoDEA Administrative Instruction 2051.02, "Student Rights and Responsibilities," April 17, 2012)

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

The administration of the school will follow the DoDEA Regulation 2051.1 and the Pacific South School Disciplinary Matrix when applying consequences for inappropriate choices. Administration reserves the right to determine consequences.

Pacific South SECONDARY School Discipline Matrix

6.2.17

LEVEL 1 BEHAVIORS – DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21					
<ul style="list-style-type: none"> Didn't obey instructions (E3.5.12) Disruptive behavior (E3.4) Dress code violation (E3.4) <i>see school policy</i> Eat-unauthorized area (E3.4) 	<ul style="list-style-type: none"> Engaged in horseplay (E3.4) Excessive noise (E3.4) Failure to comply with rules (E3.5.11, E3.5.12) Hall pass violation (E3.5.12) 	<ul style="list-style-type: none"> Internet violation (E3.5.21) <i>see school policy</i> Offensive behavior (E3.5.11) Public displays of affection (E3.5.11) Tardies (E3.4) <i>see school policy</i> 			
LEVEL 1 BEHAVIOR CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th and Subsequent Offenses
School	Admin Counsel	Admin Counsel Detention Parent Contact	Detention Parent Contact	Parent/Student Conference Detention	1-3 days suspension
Bus	Warning	1-5 days suspension	1 - 10 days suspension	1 - 20 days suspension	1 - 30 days suspension
LEVEL 2 BEHAVIORS - DODEA REGULATIONS: E3.4, E3.5.11, E3.5.12, E3.5.21					
<ul style="list-style-type: none"> Abusive acts/lang (E3.5.11) Aggressive behavior (E3.5.11) Alarm violation/offense (E3.5.11) Attendance violation (E3.5.20) Changing grades (E3.5.18) Cheating (E3.5.18) Damage to property (E3.5.11) Detention violation/no show (E3.5.11) Disrespect to adult (E3.5.11) 	<ul style="list-style-type: none"> Disrespect to student (E3.5.11) Forgery of signature (E3.5.18) Harassment all categories (E3.5.11) Insubordination (E3.5.11) Lying (E3.5.11) Off limits violation (E3.5.11) Plagiarism (E3.5.18) Portable electronic device (E3.5.16) Received stolen property (E3.5.11) 	<ul style="list-style-type: none"> Safe rule violation (E3.5.11) Scuffling (E3.5.11) Stealing (E3.5.9, E3.5.11) Tamper with equipment (E3.5.8, E3.5.11) Threats of damage (E3.5.11) Throw/Shoot objects (E3.5.11) Truancy (E3.5.20) Uncooperative with staff (E3.5.11) Unsafe behavior (E3.5.11) Verbal abuse/gesture (E3.5.11) 			
LEVEL 2 BEHAVIORS CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	5 th Offense
School	Admin Counsel Detention Parent Contact	Detention Parent Contact	Parent/Student Conference Detention	1-5 days suspension	5-10 days suspension *Discipline Committee Hearing
Bus	Warning	1 -10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus
LEVEL 3 BEHAVIORS - DODEA REGULATIONS: E3.5.1, E3.5.3, E3.5.4, E3.5.8, E3.5.10, E3.5.11, E3.5.12, E3.5.13, E3.5.14, E3.5.15, E3.5.21					
<ul style="list-style-type: none"> Abusive behavior to peers (E3.5.1, E3.5.11) Bullying (E3.5.11, E3.5.15) Excessive detentions (E3.5.11) Fighting (E3.5.11, E3.5.14) Gambling (E3.5.11, E3.5.13) 	<ul style="list-style-type: none"> Left campus without permission (E3.5.11, E3.5.12) Sexual Harassment (E3.5.10, E3.5.11) Sexual off behavior (E3.5.10, E3.5.11) Smoking Tobacco Products (possession) (E3.5.4, E3.5.11) Threatening behavior (E3.5.1, E3.5.11) 	<ul style="list-style-type: none"> Tobacco/Alcohol (possession) (E3.5.3, E3.5.11) Unauthorized presence (E3.5.11, E3.5.12) Vandalism (minor) (E3.5.8, E3.5.11, E3.5.17) 			
LEVEL 3 CONSEQUENCES					
	1 st Offense	2 nd Offense	3 rd Offense	4 th Offense	
School	1-3 days suspension	3-5 days suspension	5 or more days suspension *Discipline Committee Hearing	Expulsion *Discipline Committee Hearing	
Bus	1 -10 days suspension	1 - 20 days suspension	1 - 30 days suspension	30 plus days – loss of bus	
LEVEL 4 BEHAVIORS - DODEA REGULATIONS: E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6, E3.5.7, E3.5.9, E3.5.11, E3.5.17, E3.5.19					
<ul style="list-style-type: none"> Alcohol related (using) (E3.5.3) Arson (E3.5.17) Bomb Threats (E3.5.17) Burglary (E3.5.7) Damage/Vandalism/Theft – Major (E3.5.7, E3.5.8, E3.5.9, E3.5.17) 	<ul style="list-style-type: none"> Drug Paraphernalia (E3.5.6) Drug Related (E3.5.5) Explosive Device* (E3.5.17, E3.5.19) Fireworks (E3.5.19) Full/Partial Nudity (E3.5.11) Illegal Substances (E3.5.5) 	<ul style="list-style-type: none"> Prohibited Item (E3.5.2, E3.5.3, E3.5.4, E3.5.5, E3.5.6) Robbery/extortion (E3.5.7) Smoking Tobacco Products (using) (E3.5.4) Substance Abuse (E3.5.5) Weapon (E3.5.2) 			
LEVEL 4 CONSEQUENCES					
	1 st Offense		2 nd Offense		
School	5 or more days suspension Expulsion *Discipline Committee Hearing		Mandatory Expulsion Recommendation is required *Discipline Committee Hearing		
Bus	30 plus days – loss of bus privilege		Loss of bus privilege		

*These are guidelines. The school administration reserves the right to determine consequences.
 **Schools have a variety of detention and suspension options.
 ***Student Reflection Sheets may also be filled out by students.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Except for short suspensions and minor discipline, the schools must give proper notice required under DoD Instruction 1342.12 and convene a Case Study Committee meeting prior to beginning any disciplinary processes that would change the student's placement on a long-term basis (such as by removing the student from school, or the school bus for a period in excess of 10 days, consecutively or cumulatively.)

DISCIPLINE COMMITTEE

The LMS Discipline Committee may be comprised of school personnel, and command representatives, and meets to decide disciplinary matters in which an expulsion has been recommended. The principal appoints members to the committee. Additionally, this committee convenes to consider the principal's recommendation that a student be suspended for more than 10 days (cumulative) in the school year and add input to the school discipline policy. The disciplinary committee will hear the evidence and shall forward their findings and recommendations to the school principal and District Superintendent.

STUDENT DUE PROCESS RIGHTS

In enforcing attendance and discipline policies, it is essential that due process be followed. DoDEA 2051.1, "Disciplinary Rules and Procedures", created April 4, 2008, and modified on 23 March 2012, defines the DoDDS policies on student discipline and due process. In essence, due process affords students the right to protection from arbitrary, capricious, and unreasonable decisions. Four important elements in due process procedures are

- Students have the right to be informed in writing of the rules which regulate behavior as well as situations that will result in disciplinary measures.
- Students have the right to an informal hearing in all disciplinary actions, including the suspension process.
- Students have the right to a formal hearing in the expulsion process.
- Students have the right to appeal all decisions and be informed of all appeal procedures available to them

OTHER MISCONDUCT CONSTITUTING GROUNDS FOR DISCIPLINARY ACTION

In addition to the specific grounds for imposing discipline, students who have knowledge of, or who participate in, the misconduct of others may also be disciplined as deemed appropriate. Students must promptly report to their teacher or principal knowledge of offenses that violate law or regulation, or that threaten the safety or personal security of any student or other person on school grounds or engaged in school activities. Failure to do so will be grounds for discipline.

NOTICE TO LAW ENFORCEMENT AUTHORITIES

Incidental to suspending any student, the principal of the school, or his/her designee, shall notify the installation commander, or his/her designee for law enforcement or legal affairs, of any acts that may violate local laws. Students, teachers, and other staff members have the right to a safe and orderly school environment. It is expected that students will be courteous to other students, staff members, and visitors to the school. Students will exhibit cooperation and respect for the judgment of their teachers and other school staff members. The responsibilities and privileges of students are fully explained in DoDEA Manual 2051.2.5, "Student Responsibilities and Privileges". Students, regardless of age, are responsible for conducting themselves in a manner that does not disrupt the educational opportunities of others or disturb the orderly operation of the school. Students are responsible for regular attendance, conscientious effort in classroom work, properly maintaining textbooks and other school equipment, and conformance to school rules and regulations. *Students have a responsibility to notify school staff of behavior that may endanger the safety and wellbeing of others.* These responsibilities are more fully explained in DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures", created April 4, 2008 and modified on 23 March 2012.

DRUG, ALCOHOL, & TOBACCO

Possession of drug, alcohol or tobacco, by students at school is not permitted. Violation will result in appropriate disciplinary action. This policy extends to the school, and school grounds. This policy will be enforced for all school-sponsored programs, activities, and trips during the school day and after school. Adults as well as students are prohibited from smoking on school grounds at any time.

PUBLIC DISPLAY OF AFFECTION

Students must refrain from such behavior when at school or at school functions (examples include, but are not limited to, hugging, kissing, hand-holding). Parents will be notified. Continual disregard of this rule will result in a disciplinary action.

RESOLVING STUDENT CONFLICTS

Because of concerns for safety and the educational environment, students who have altercations should expect to be sent home. This type of behavior is not conducive to an educational environment and has a pervasive negative effect upon other students. If students are unhappy with their peers, they should seek positive alternatives for resolution rather than to confront others publicly. One alternative would be to go to the counselors so that the situation can be resolved peacefully through such means as mediation.

HARRASSING/BULLYING BEHAVIOR

Harassing or bullying behavior is demeaning to other students and will not be tolerated. Any behavior that hurts someone emotionally or physically is considered harassment. Repeated and continued harassing behavior is considered bullying. It is disrespectful and can range from mild teasing to criminal assault:

- **Physical Aggression** - Pushing, shoving, hitting, tripping, fighting
- **Verbal Aggression** - Name calling, teasing, threatening (*via in person, in writing, or electronically*)
- **Social Alienation** - Gossiping, rumors, isolating, making fun of, or embarrassing remarks
- **Intimidation** - Stealing, blackmail, extortion
- **Racial and Ethnic Slurs** - Unwelcome disrespectful comments about one's ethnicity
- **Sexual Harassment** - Any comment/action of a sexual nature that makes another person uncomfortable
- **Cyber-Bullying** - Any inappropriate electronic communication

Gender Neutral Dress Code

The Pacific South District Okinawa Schools believe that student dress is a shared responsibility between parents, students, and the schools. It is understood that students express themselves via the clothing they choose to wear. All students are expected to respect the school community by dressing appropriately for a K- 12 educational setting. Student attire should facilitate participation in learning activities, along with the health and safety of all students.

Requirements:

- Clothing must cover areas from one armpit across to the other armpit, down to no shorter than 8 inches above the knee cap. (see images below). Tops are to have at least 2 inch wide shoulder straps. Rips or tears in clothing should be lower than 8 inches above the knee cap.
- Midriffs should not be visible at any point in time. This includes bending over, sitting down, or reaching over your head.
- Shoes must be worn at all times and should be safe for the school environment.
- See-through or mesh garments must not be worn without appropriate coverage underneath that meet the minimum requirements of the dress code.
- Headgear including hats, hoodies with the hood up, and caps are not to be worn inside the building.
- Hoodies with the hood down are allowed.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

Clothing Parameters:

1. Clothing may not depict, imply, advertise, or advocate illegal, violent, or lewd conduct, weapons, or the use of alcohol, tobacco, marijuana or other controlled substances.
2. Clothing may not display or imply vulgar, discriminatory, or obscene language or images.
3. Clothing may not state, imply, or depict hate speech/imagery targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected classification.
4. Sunglasses may not be worn inside the building.
5. Clothing and accessories that endanger students or staff safety may not be worn.
6. Apparel, jewelry, accessories, tattoos, or manner of grooming that, by virtue of its color, arrangement, trademark or any other attribute, denotes membership in a gang that advocates illegal or disruptive behavior is prohibited.



The administration at each school reserves the right to determine what constitutes appropriate dress. Upon seeing a suspected dress code violation, a teacher or other staff member will email a school administrator to address the suspected violations. The administrator will determine whether the student is in violation of the dress code, and address the violation as discreetly as possible between classes or at lunch in order to minimize the loss of instructional time. Students who do not adhere to these guidelines are required to correct the dress code infraction before returning to class. Parents will be called if appropriate clothing is not available, or if the student refuses dress-code appropriate clothing. Students may be subject to discipline for violating the dress code, particularly for repeat offenses, and for refusing to cooperate with teacher or administrator requests to bring the student into compliance with the dress code.

NON-EDUCATIONAL ITEMS

Students should bring to school only those items that are needed in order to do their schoolwork. Non-educational items are distracting to their owners and to other students, may be a safety hazard, and/or may present an unnecessary temptation to other students to take or misuse them. The following are examples of, but not limited to, items that are not allowed at school, on school buses, on study or incentive trips, or on any school-sponsored activity: Collectible cards, paintballs, skates (roller blades), scooters, skateboards, video games, radios, stereos, iPods, mp3 players, electronic games, music players, speakers, electrical equipment (hot rollers, irons, etc.), aerosol products (shaving cream, breath & air freshener, cheese, etc.), medications, (except those kept for students by the nurse), household cleaners and chemicals, aerosol toilet items (deodorant, body sprays, after shave, hair items), personal sports items or equipment (except for balls used at break-see page 38 paragraph 1), toys, slam books, and clothing or book bags which advertise drugs or display logos with inappropriate language, alcohol, tobacco products or offensive messages. These items will be retained in the office for sponsor pick up.

Cellular phone use is not permitted on campus. A cell phone powered on or in view is considered in use. Cell phones will be retained in the office for pick up. Repeated disregard of the above will result in disciplinary action. Any potentially illegal or stolen items will be turned over to the Military Police. If the item is considered high value, students will be sent to the office to phone their parents to come and claim it. Bringing non-educational items to school is a violation of school rules and the school will not be responsible for loss or theft. It will be the student's responsibility, in concert with his/her parents, to search for it and to file the necessary police reports.

While cameras are a non-educational item, we recognize that our student body is transient. Additionally, many students live far away from their friends, and school is the only place that they see each other. Cameras will not be confiscated unless they threaten the educational environment and/or safety. Students who choose to bring cameras to school will bear responsibility for loss or theft. Lester Middle School (LMS) staff, parents, students, and community are constantly reviewing the use of educationally relevant electronic devices in keeping with 21st century school standards and practices. LMS has adopted a Bring Your Own Reader Program.

SCHOOL-WIDE BEHAVIOR MANAGEMENT PLAN

The following rules apply to all students at all times, including before school, at dismissal, and all school sponsored activities and trips. The student will:

7. Be Present and On Time

- Good attendance is important to succeed in school.
- If a student is absent it is his/her responsibility to ask for and complete the assignments.
- The tardy policy will be enforced by the classroom teacher. The student is to remain in his/her seat until dismissed by the teacher.

8. Bring Learning Materials

- Students are expected to come to every class with the required materials including the school planner in the front section of a 3 inch three ring binder.
- Passes to lockers for materials will not be issued.

9. Respect Other People and Their Property

- Students should act and speak with courtesy toward adults and other students at all times.
- Students should keep all school property in good condition.
- Students will exhibit proper classroom behavior.

10. Be Prepared to Participate

11. Comply With School Guidelines

- Students will read and demonstrate knowledge of the LMS Handbook.

- Gum is NOT allowed at school.
- Students will comply with the LMS dress code.
- Students will store their book bags in their lockers.
- No glass bottles are to be brought to school.

Teachers and administrators will use judgment, discretion, circumstances of the incident(s), and their knowledge of individual student's needs in their application of consequences for negative classroom and/or school behavior. Each classroom teacher has an approved behavior plan that addresses teacher expectations in the classroom. Team approved behavior plans may also be used in lieu of individual plans.

DISCIPLINE REFERRAL PROCEDURE

Teachers handle minor cases of disruptive behavior using their own in-class behavior management plans, which include such actions as warnings, conferences, detentions, parental contact, and reassignment of seats. It is understood that when a teacher refers a student to administration, previous disciplinary steps have been taken and the referral is due to the fact there has been no improvement in the student's behavior. It is also understood that teachers may refer serious disciplinary issues (immediate referrals) directly to the administration.

Referral Procedures

1. Staff maintains a classroom behavior management plan.
2. When the classroom behavior management plan is no longer effective, the staff member will:
 - Submit the Discipline Referral Form.
 - Send student(s) to administration.
3. Upon arrival at the front office Students will complete the Student Incident Report.
4. The administration will:
 - Review the completed referral form from staff and make further inquiries when appropriate.
 - Determine the number of discipline referrals for the student.
 - Determine action using the PAC South Secondary School Discipline Matrix and collected information.
 - Complete the Discipline Referral Form
 - Notify referring teacher, counselor, and parent

CONSEQUENCES

DETENTIONS

Teachers or administration may hold detention sessions during lunch or after school. Parents will be notified by the teacher and/or school when a detention is assigned. In addition, if a student is causing a disruption to the classroom learning, the teacher may send the student to the office for in-school detention. In-school detention (removing from the class block) allows students a chance to regroup in an area outside the class, before going onto their next class. While outside the class, students will work on their assignment(s).

SUSPENSION

There are two different types of suspension. One suspension is an in-school suspension, where students are suspended from classrooms. The second is an out-of-school suspension, where students are suspended from attending school. One factor that affects the type of suspension is the availability of staff to support in-school. Students who are suspended are permitted to make-up all class work. The expectation is for students to complete the classwork while suspended. The timeframe for homework or work that needs clarification, is the total number of days suspended. Our objective in removing a child from the classroom and/or school is to modify the inappropriate behavior; it is not our goal to jeopardize academic growth.

GENERAL INFORMATION

STUDENT USE OF SCHOOL TELEPHONES

School telephones are for official school business only. Students may be granted permission to use the phone by the front office staff. Please help us avoid unnecessary classroom interruptions by planning your day prior to sending your children to school.

MESSAGES FOR STUDENTS

It is important that classes not be interrupted when instruction is in progress. Messages from home can be accepted. Students will be called out of class to answer for emergencies. Non-emergency messages will be passed on to the student at the end of the school day. Parents should ensure that students know how they are getting home before they leave home in the morning and what their after-school options are.

HALL PASSES

Any student who must be in the halls, other than at passing times, must have a pass or other approved authorization in the student's possession that states student's name, date, time, destination, and teacher's signature or a designated hall pass. This includes before school, during classes, during lunchtime, and after school. It is the responsibility of the student to obtain an appropriate pass.

LOST AND FOUND

Books, keys, coats, etc., which are found in the building or on the campus should be turned in to the office. Larger lost items are placed in the supply room. Smaller lost items, such as keys or glasses, can be claimed in the office. Unclaimed lost and found items will be given to charity organizations at the end of each quarter. Parents and students are strongly encouraged to mark clothing, especially hats and jackets, and school supplies with the student's name. Loss of personal property due to thefts by other students is a serious matter. Students should take all possible precautions to safeguard their property. At all times, lockers (book and PE) must be secured. Students should not share their lock combinations with peers. Additionally, they should not leave personal items unattended. If a theft does occur, it should be reported immediately to the main office. Standard procedure is to attempt to resolve issues of this nature at the school level. In our experience, the majority of items lost or stolen are located within twenty-four hours. The military police will only be called when the administration deems it appropriate. However, parents may wish to file an official report with the military police on their own. The school will cooperate fully in investigations involving theft of personal property.

LOCKERS

Each student is assigned an individual locker that ***may not be shared*** at any time for any reason. Use of the locker is both a privilege and a requirement. Proper locker use minimizes the possibility that property and books are misplaced or stolen. Students should not share their lock combinations. The school is not responsible for personal property kept in lockers. Students are not allowed to paint, attach stickers, mount permanent pictures, or deface the locker in any manner (inside or outside). Students who violate this rule will be held responsible for the destruction of government property and face disciplinary action. Lockers must be maintained properly and must be locked at all times. A locker may be opened by a school official or the Military Police, to search for stolen or prohibited items, may also be opened by the sponsor, or in the case of reasonable suspicion. Locker checks may be randomly conducted throughout the school year.

BOOKBAGS

Book bags must be of reasonable size and easily able to fit in a student's locker. Once students arrive at school book bags, tote bags, or any other carrier, must be left in the student's assigned locker until they leave campus. This procedure provides personal and property safety. Students will be expected to organize their daily routines to best meet their schedule needs.

BOOKS AND OTHER SCHOOL PROPERTY

Textbooks are furnished free of charge. However, students are held financially responsible for loss or damage of these books. For any missing textbook or library book lost, a loss of government property letter will be issued to the sponsor with DD Form 1131. Payment for missing books will be due within three weeks at the Disbursing Office of Accounting and Finance (Bldg. 721, Kadena Air Base) with the DD Form 1131 for lost or damaged books. If the book is found, parents must bring the book and paid receipt to the school supply office for paperwork that must be taken back to the Finance Office on Kadena for reimbursement. Students are required to sign for books and must return the same numbered books when withdrawing or at the end of the school year. Sponsors are also responsible for payment in case of loss or damage to laboratory equipment, audiovisual equipment, computer materials, musical instruments, and any other school property or equipment that may be lost or damaged.

BICYCLES AND SPORTS EQUIPMENT

Students may ride bicycles/scooters/skateboards to school but not on school grounds during the school day, before school, or at dismissal. Students are to get off their bicycles at the curb by the street and walk them to the bike racks. Bicycles must be locked. ***The school is not responsible for bicycles ridden to school or parked on school grounds.*** Any student who chooses not to follow these rules will lose the privilege of riding a bicycle to school. Skateboards and scooters are not allowed on school grounds. Athletic equipment, such as basketballs, soccer balls, tennis balls, etc., are considered non-educational items. Balls may be brought to school and stored in students' lockers for use at break in designated areas. They are not to be used in the courtyard and/or hallways. Students violating this policy will have their equipment taken to the front office for pick up by parent/guardian. Skateboards can be stored in the front office.

BUS TRANSPORTATION AND DISCIPLINE

The School Bus Office is responsible for all student transportation issues, other than student behavior. For matters concerning bus passes, bus stops/routes, safety or bus operations call 645-2036/7820 or from cell 098-970-2036/7820.

All students must have a valid bus pass or I.D. in order to ride the bus. Buses arrive on campus at 0700. Students unload the busses and enter the school courtyard to await the start of school at 0720 hours. Once the bus doors close, no one will be allowed back on the bus for whatever reason, as this is a safety issue. ***Students are to ride their assigned bus. If you need your students' bus changed for any reason, please contact the transportation office.***

For inappropriate student actions on the bus, the school will follow the Pacific South School Discipline Matrix (Page 31) Suspension for misconduct on buses will also result in suspension from after-school activity buses, and vice versa. After-school activity bus misconduct may also result in the loss of privilege to attend after-school clubs.

SCHOOL BUS BEHAVIOR (DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended)

The time students spend going to and from school is an extension of their school day. School buses are an extension of the school campus. Riding school buses is a privilege that may be suspended or revoked if a student does not behave in a safe and proper manner in accordance with DoDEA behavior expectations in accordance with Enclosure 8 in the DoDEA Regulation 2051.1, "Disciplinary Rules and Procedures," April 4, 2012, as amended.

The Bus Transportation Office/Officer has prepared the following. Parents, please brief your children on School Bus Safety Practices and Behavior Expectations. On & around school buses students will:

- Comply with the Behavior Standards for School Bus Students.
- Board and exit the bus in an orderly, safe manner.
- Present bus pass when boarding the bus and upon demand.
- Remain seated while on the bus.
- Talk with other passengers in a normal voice.

- Keep all parts of the body inside the bus windows.
- Keep aisles, steps, and empty seats free from obstruction.
- Remain fully and properly clothed.
- Treat the driver and fellow students with respect.
- Promptly comply with the bus driver's instructions.
- Treat the bus and other private property with care.
- **Listen to music only with headphones.** The headphones and (turned off) device must be stored in your locker during school. **NO SPEAKERS ARE ALLOWED!**

Parents and children should be aware of the penalties, which will be imposed for various violations of good order and safety. There will be cameras filming at all times on the buses. Video will be available for 3 duty days for administration to view before it is reused. After the 3 days, the incident will be recorded on paper and filed. Complaints against other children must be in writing and made to the school for investigation and consequences. If your child is no longer riding the bus, you must come to the Student Transportation Office in person to deregister the child. These are only highlights of the regulation regarding the school bus monitoring program. Sponsors should read the complete base regulation so they know and understand the rules that they and their children need to follow.

PEDESTRIAN/NON-BUS RIDERS

Students are to exercise prudence and NOT walk between the busses when coming to school in the morning or departing in the afternoon. Students who walk or ride bikes to school should arrive no earlier than 0705. Additionally, they are to depart from school grounds before 1355 and must use the crosswalks only. Students are not allowed to loiter for any reason and should maintain movement via the crosswalk nearest the front of the school, toward their final destination, until reaching that final destination. Students must not play or ride skateboards/scooters/rollerblades/roller shoes/bicycles/etc. in any area near the school grounds, even if off school grounds, as busses are departing. This is a school safety issue for students even if they are off campus. Repeated offenses will result in disciplinary action.

SAFETY AND SECURITY MEASURES/PROCEDURES

The school is inspected regularly for compliance with fire and safety regulations. Evacuation drills for storm, fire, and/or bomb threats, which are required by military and DoDDS regulations, are held by month through the year. In case of fire drill, fire, or other emergency evacuation procedure, a loud continuous ringing bell will be sounded. Each office and instructional area has a posted evacuation plan. Students will follow the evacuation plan posted in the room and leave the room in an expeditious, orderly and quiet manner. Students are not to return to classrooms during or after emergency evacuation procedures until given permission by an appropriate authority. Emergency evacuation procedures will be practiced every week during the first month of school and every other month thereafter. The school is provided security protection at the level currently in force or the military community.

INTERSTATE COMPACT ON EDUCATIONAL OPPORTUNITY FOR MILITARY CHILDREN (DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017)

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

Currently, all 50 States and the District of Columbia participate in the interstate compact that provides a uniform policy platform for resolving the challenges experienced by military children. It is estimated that the average military family moves three times more often than the average non-military family. These frequent moves by can cause children to miss out on extracurricular activities and to face challenges in meeting graduation requirements. In accordance with Enclosure 4 of the DoD Instruction 1342.29, "Interstate Compact on Educational Opportunity for Military Children," January 31, 2017, the Compact will ensure that the children of military families are afforded the

same opportunities for educational success as other children and are not penalized or delayed in achieving their educational goals by inflexible administrative and bureaucratic practices. States participating in the Compact would work to coordinate graduation requirements, transfer of records and course placement and other administrative policies.

RELIGIOUS HOLIDAY OBSERVANCE (DoDEA Administrative Instruction 2051.02, “Student Rights and Responsibilities,” April 17, 2012)

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

ACCESS TO SCHOOL FACILITIES

Schools shall allow equal access to school facilities being used for student sponsored non-curriculum related activities, if a school allows any such group access to its facilities.

NON-DISCRIMINATION/EQUAL OPPORTUNITY IN FEDERALLY CONDUCTED EDUCATION AND TRAINING PROGRAMS (DoDEA Policy Memorandum 03-OCA-001 implementing Executive Order 13160)

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

ROLE OF SOCIAL MEDIA

Use of personal social media between parents/teachers/students is discouraged, other than official school social media communication.

NONCUSTODIAL PARENT RIGHTS

Parents and/or guardians must supply the school with a copy of any type of court order that may affect the student (e.g., who is allowed to visit the child, who has legal custody, etc.). These orders will be maintained in the student’s cumulative file. If any changes take place during the school year with the court order, the school must be notified immediately. Teachers will be notified of any restrictions that affect students in their classes.

School Closures

There are times when weather situations could result in school being closed. Please contact your child’s school for details regarding notification procedures. Please see next page below:

DoDDS Okinawa Tropical Cyclone Guide

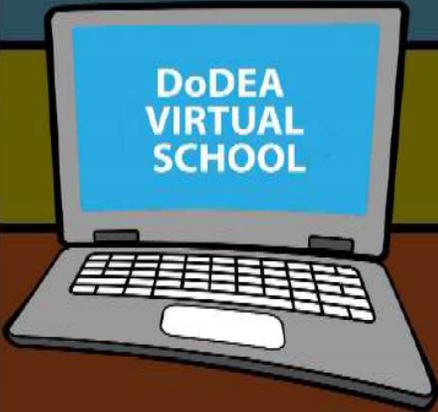
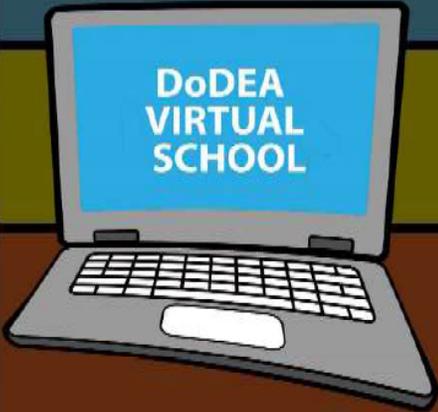
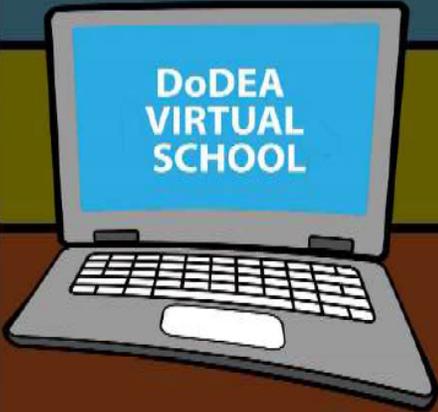
This Guide applies to all DoDDS Schools on Okinawa

Tropical Cyclone Condition	0500-1159	1200-1459	1500-0459
TCCR One (TCCOR-1)	No school for students ONLY if declared before 0500. If not, school will continue and students will go home at the normal time, buses will run normal routes. After school activities are cancelled. All DoDEA employees report to work as scheduled for normal duty hours.	School will continue and students will go home at the normal time, buses will run normal routes. After school activities are cancelled. Normal duty hours for all DoDEA employees.	No school for students if the condition exists prior to 0500 on normal school days. After school activities are cancelled. Normal duty hours for all DoDEA employees.
TCCOR ONE Caution (TCCOR-1C)	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
TCCR ONE EMERGENCY (TCCOR-1E)	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Tune to AFN radio, TV or official internet sources for current information.
TCCOR ONE RECOVERY (TCCOR-1R)	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.	No school for students or work for all DoDEA employees. Facility damage assessment teams ONLY will report. Tune to AFN radio, TV or official internet sources for current information.
STORM WATCH (TCCOR-SW)	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report for duty within two hours of the first announcement during normal duty hours.
ALL CLEAR (Dec 1st-May 31st) TCCOR-4 (June 1st-Nov 30th)	No school for students if declared after 0500 and preceded by TCCOR-1, 1C or 1E. Buses are notified before departure. All DoDEA employees report to work as scheduled for normal duty hours.	No school for students if preceded by TCCOR-1, 1C or 1E. All DoDEA employees report to work as scheduled for normal duty hours.	Regular school schedule for students if declared prior to 0500 on normal school days. A or B day schedules will be posted on official news sources. All DoDEA employees report to work as scheduled for normal duty hours.

APRIL 19, 2017

Guidelines for School Year 2020/21 Instructional Planning

DoDEA will offer two primary educational options for families and students in SY 2020/21. When local HPCON levels allow, DoDEA will fully open school and district buildings. Sponsors may enroll their children in a full-time DoDEA Virtual School (DVS) if they have a student or family member with health vulnerabilities related to COVID-19, as defined by the CDC, or who have concerns about returning to school. In cases where HPCON levels do not allow for schools to open for in-person instruction or if the HPCON level changes after the start of in-person instruction, DoDEA will provide remote learning to all impacted students.

		
HPCON	OPTION 1 - IN-PERSON	OPTION 2 - VIRTUAL
ALPHA LIMITED Community Transmission Beginning		
BRAVO MODERATE Increased Community Transmission		
CHARLIE SUBSTANTIAL Sustained Community Transmission		

7/24/2020

Attendance Procedures

While teachers will take daily attendance for students in schools operating in-person as outlined in the DoDEA Attendance Policy, schools will take special effort to encourage families to keep sick students home to reduce spread of illness. Schools will discontinue any incentives or awards for perfect attendance. When students are absent, School Student Support Teams (SSTs) will actively reach out to students who have missed school as detailed in the DoDEA Attendance Policy.

For schools that are operating under remote learning, adjustments will be made to attendance procedures. Rather than daily attendance, teachers will indicate weekly, in Aspen, if students have been attending to the learning throughout the week. The purpose of this is to ensure that SSTs can touch base with families and ensure students have the support they need to be successful. Attendance for the Virtual School will be recorded in a similar manner.

Grading Principles

DoDEA grading procedures are established in DoDEA Regulation 1377.01. The most important aspect of grading is the feedback teachers provide students and parents about the students' progress in mastering the standards. In an effort to ensure students were not punished for circumstances outside of their control, DoDEA made adjustments to grading policies for Quarter 4 of last school year. While no similar grading change is anticipated for this school year, this is an excellent opportunity for schools to examine grading practices to emphasize valuable feedback, create multiple opportunities for improvement, and provide authentic performance-based assessments. Understanding that this year may again present challenges, teachers and staff will be flexible with students and ensure, to the maximum extent possible, that grades are a reflection of a student's performance and not their circumstances.

Full-time Virtual School

DoDEA will provide a full-time virtual learning option for students and families with health vulnerabilities related to COVID-19 or who are concerned about returning to a brick and mortar school setting. All students who opt for virtual learning will be enrolled in the DoDEA Virtual School (DVS) in five core classes. At the high school level, it is recommended that students take no more than five classes per semester and that they enroll in summer school to complete their course requirements for the school year. Students in grades K-8 will be enrolled in five classes: mathematics, language arts, social studies, science, and one elective (music, art, or physical education). However, students wishing to take more courses, including seniors who need more than five credits to graduate, will be able to take more courses in the DVS during the school year. DoDEA is procuring licensed courseware in each of these subjects that will be delivered by existing DoDEA teachers who apply and are selected for this option. These will be full courses with all of the normal content expected in a regular DoDEA course, specifically designed for the online environment. To the greatest extent possible, elementary and middle school students will be served by dedicated online DoDEA teachers in a cohort model with other students from their school and/or the district and region.

Families will be asked to commit to at least the first semester online. Another enrollment period will occur in the fall for a second semester of full-time DVS or in-person instruction in schools. Students will remain enrolled in their local school and will have classes scheduled in DVS, according to the DVS calendar, which starts August 17 for teachers and August 24 for students.

Specialized Services in the DoDEA Virtual School

Services for English Speakers of Other Languages (ESOL) and students qualifying for Advanced Academic Programs and Services (AAPS) will be provided to qualifying DVS students according to their grade level, English language proficiency level, and academic needs. Delivery of services will differ by location, dependent on the level of enrollment, and will be provided in coordination with the local schools and DVS.

Services for Students with Disabilities in the DoDEA Virtual School

The DoDEA Virtual School (DVS) is available to all students including those students with disabilities who are, or may be, eligible for either an Individual Education Program (IEP) or a 504 Accommodation Plan.

A student with a disability may not be denied participation in the DVS because of their disability or because they may need services or accommodations that are not delivered virtually.

Special Education in the DoDEA Virtual School

For students seeking instruction from the DVS who are or may be eligible for an IEP, the Case Study Committee (CSC) of the student's normally assigned brick and mortar school will convene to develop (or modify) the student's IEP to ensure that the student receives a free and appropriate public education (FAPE).

Guidelines for Transitioning a Student to the Full-time Virtual School

If a student becomes ill and will miss more than 15 days of school, the school, in consultation with the student's sponsors, will determine if the DVS is the best option for a student, and ensure this option meets the requirements in *DoDEA Regulation 2500.01, Department of Defense Dependents Students Home or Hospital Instructional Services*. The school may register students and ensure that families understand their responsibility in supporting their child's education in this environment. Families who change duty stations or leave the area servicing the brick and mortar school mid-year to care for someone impacted by COVID-19 are also eligible to transfer to the DVS.

The school registrar, with support from the Student Information Specialist ISS at the district office, will enroll the student in the DVS. The student will remain enrolled in the local school, while also enrolled in the DVS.

DoDEA Assessments

Beginning of the Year (BoY) Assessments

The COVID-19 pandemic resulted in DoDEA schools providing instruction remotely to meet the academic and socio-emotional needs of students. Although DoDEA has provided exceptional instructional services remotely, students may require additional supports or acceleration upon schools reopening, in order to meet the expectations of the CCRS. As a result, DoDEA has developed a plan for the use of BoY assessments to support the development of student-centered instruction to match instruction with students' strengths and needs, which will ensure all DoDEA students can master grade-level standards.

The BoY assessments provide teachers, administrators, students, and parents with the necessary data required to develop deliberate and intentional academic decisions, strategies, and supports that ensure all students can master grade-level standards. In addition, BoY assessments enable building-level administrators to develop strategies for supporting teachers' instructional practice as they monitor student learning. Data obtained from BoY assessments allows schools to provide evidence-based instruction and interventions that address the needs of all students.

The BoY assessments are designed from curriculum-based resources and include materials that are familiar to students and teachers, and the assessments can be used easily to inform instructional practice. BoY assessments take a short amount of time to administer. All BoY assessments, with the exception of the K-5 English Language Arts (ELA) assessments, can be completed within one instructional period (20-50 mins). The K-5 ELA assessments are designed to be completed within a literacy block.

Content Area	Grade Level	Assessment	Testing Mode	Duration
ELA/Literacy	K	Reading Proficiency Tool (Oral Reading Record)	In-person	To be completed within the Literacy Block
	1–3	Reading Proficiency Tool (Oral Reading Record)		
	4 and 5	Reading Proficiency Tool (Level Screener/ Oral Reading Record)		
	6–10	ELA/Literacy Practice Assessment Unit 1	Digital (In-person and Remote Learning)	One instructional period
Mathematics	1–5	HQ-developed Unit 1 Check-ins	Digital/Paper (In-person and Remote Learning)	One instructional period
	6–8, Algebra 1, Geometry, Algebra 2	Math BoY Assessments (Edulastic tests)	Digital/Paper (In-person and Remote Learning)	One instructional period

Assessments in Remote Learning

If local HPCON levels prevent in-person classes, all students will engage in remote learning with their classroom teachers, similar to what schools provided at the end of SY 2019/20. In this case, students may continue to participate in select BoY assessments (noted in the above chart) and other curriculum-based assessments that are already available for remote learning.

Tests that are only administered via in-person testing mode will be cancelled until further notice. Parents may contact their principal or school test coordinator for more information.

Assessments in DoDEA Virtual School

DoDEA Virtual School students will not be required to take the BoY assessments or College and Career Ready Standards (CCRS) interim assessments as their curriculum already includes aligned assessments.

Virtual student sponsors may choose to have their student participate in specific in-person testing events such as ESOL, AAPS, Special Education screening, and PSAT/NMSQT. Schools will provide notice for these tests to all students in advance of the scheduled testing event. Virtual school parent or sponsor will be responsible for notifying the school test coordinator of their intent to have their student participate in the specific in-person testing event. Parents or sponsors will be responsible for accompanying their student to the school site for testing at the designated time, as well as picking up the student immediately after testing is complete. Participants will need to take appropriate health and safety precautions (e.g., temperature check, etc.) for this event.

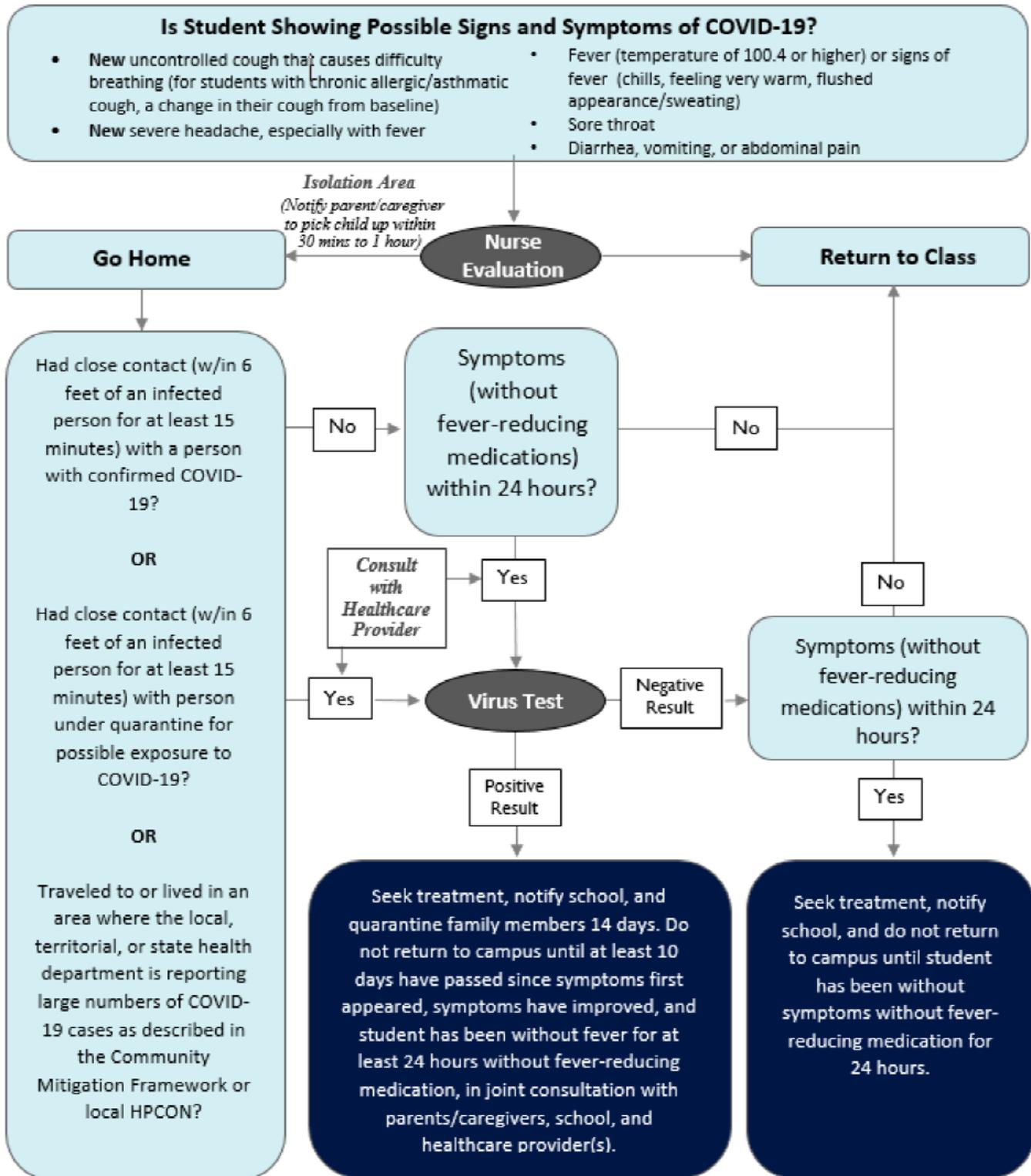
Assessments Year-At-A-Glance

DoDEA is focused on continuing to provide options for students to participate in the DoDEA Comprehensive Assessment System (DoDEA-CAS) in SY 20/21. These options have been reviewed for considerations for test design, purpose, and implementation procedures as well as guidelines and protocols for establishing and maintaining safe school environments that reduce the risk of COVID-19 spread. For more information on DoDEA-CAS and testing windows, please visit the [DoDEA-CAS webpage](#).

Some of the guidelines for test administration are listed below:

- Test Coordinators will prepare testing sites in accordance with health and safety guidelines and directives. They will also prepare the necessary testing materials and equipment (e.g., laptop, writing tools, scratch papers, calculators, etc.) prior to the testing event. It is recommended that students use their own earbuds or headsets during the testing event.
- Examinees and test administrators will wear cloth face coverings and maintain social distancing during the testing event.

Protocol for Symptomatic Students in School



Adapted from Centers for Disease Control and Prevention. (2020, July 23). Screening K-12 Children for Symptoms of COVID-19, Limitation and Considerations. Retrieved 24 Jul 2020 from <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/symptom-screening.html>

School Meal Program Guidelines

Because staff members and students must remove their face covering while eating, school cafeterias are a location where face coverings cannot be used to mitigate the six-foot social distancing requirement. This issue creates significant challenges for school administrators, who should work with the district office and HQ logistics and safety staffs, for suitable school-specific mitigation strategies.

- Students are required to wash hands or use hand sanitizer before entering the school cafeteria.
- Students will wear face coverings in the cafeteria except when eating.
- All persons in the cafeteria will maintain social distancing while in the serving line and throughout the cafeteria table seating area.
- Cafeteria workers must wear face coverings and gloves at all times while in the cafeteria.
- Cashiers may input student PINs to eliminate student contact with the PIN pads.
- The return of unopened food or drinks is prohibited.
- Cafeteria workers are subject to school prescreening requirements before departing their homes and may be subject to daily temperature checks upon arriving at school.
- Tray counters, PIN pads, and condiment areas will be sanitized between serving periods.
- Cafeteria flavor stations should be removed and replaced with single use packets (e.g., no ketchup bottles).

Please see the DoDEA guide, [*Ensuring a Safe and Healthy Return to School*](#), for social distancing guidance, strategies, and requirements for HPCON Alpha, Bravo, and Charlie.



DODEA ANNOUNCES PLAN FOR THE 2020-21 RETURN TO SCHOOL

Home Health & Safety Virtual Option Making a Choice Questions & Answers Educator Information

DoDEA will offer a full-time virtual school option for any student in Grades K-12

How will we do this?

DoDEA plans to offer a virtual option for families and students beginning in the first semester of school year (SY) 2020-21. We already have a fully accredited virtual high school high (9-12) that is being expanded to include elementary (K-5) and middle school (6-8) grades. Parents that choose to enroll their students in the Virtual School option must agree to one full semester with an option for the entire year.

When will the virtual school begin?

Students who are enrolled in the virtual option...



When registering for the DVS:

- Families will be asked to commit to at least the first semester online. Another enrollment period will occur in the fall for commitments to a second semester of full-time DVS or to move to in-person instruction in schools.
- The registration form will clearly outline family responsibility for supporting their student's success in the DVS.
- The form will ask sponsors if they need a Wi-Fi hotspot and laptop.
- DVS students may participate in the student meal program. Price will be determined by a student's free and reduced priced lunch eligibility. Grab and go options will be determined by individual schools in coordination with appropriate local student meal officials.

IMPORTANT DATES

Student Advisory Committee (All meetings begin at 2:30)

Meeting Dates:

09/24@2:30

11/19@2:30

03/04@2:30

04/29@2:30

Okinawa District Advisory Committee

Meeting Dates:

10/07@18:30

12/02 @18:30

3/03 @ 18:30

5/05@18:30

School Conference Date:

11/06 All day

School Sponsored Nights

Some events such as induction ceremonies, band and choir concerts, AVID events, drama performances, and dances will occur after school hours. The dissemination of this information will vary depending upon the intended audience. Activities for all students will be announced by teachers and over the intercom at the end of the school day.