

STUDENT & PARENT

Handbook



SCHOOL YEAR **2022-2023**

STUDENT NAME

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MESSAGE *from Leadership*

August 22, 2022

Dear GTC Parents and Guardians,

Welcome to School Year 2022-2023 at Gregorio T. Camacho (GTC) Elementary School, *Home of the Binadu*! Each school year brings opportunities to be creative, innovative, and collaborative risk takers to maximize student learning and maintain our focus of educating the “whole child”.

These past couple of years were undoubtedly a challenge, but we were able to overcome the obstacles together. We thank you parents and guardians for being our partners and for your continued patience and support.

During the first weeks of school, we will focus on creating a sense of community and belonging amongst students and families. At GTC Elementary, we believe that all students can learn, belong, and contribute. Our mission is to provide an environment that supports the physical, emotional, social, and academic growth of all students. This environment will allow all students to develop to their full potential and to become contributing members of their families, their community, and the world.

We will continue to focus on maximizing student learning, and setting high expectations for all our students and staff to ensure that we nurture the “whole child”. We also expect our students and staff to follow the Binadu B’s—Be Respectful, Be Responsible, Be Positive. Living up to these expectations will help create and maintain a safe, positive, and caring school environment.

We recognize our parents and guardians as integral partners of the Binadu team. Your partnership allows us to continue to make improvements each year. In order to strengthen our home-school communication, we are always looking for better ways to stay connected with our students and their families. Please review this Student/Parent Handbook as a reference to the rules and expectations of GTC Elementary School. This handbook includes a School Calendar of Events. However, please understand that the information and dates outlined in this handbook are subject to change. We will keep you informed of any changes through email, the Binadu Connection, or classroom newsletters. You can also follow our Facebook page for real-time updates at [Gregorio T. Camacho Elementary School](#).

On behalf of the Commissioner of Education, Dr. Alfred B. Ada, the CNMI State Board of Education, and PSS Leadership, welcome to the CNMI Public School System and School Year 2022-2023! Thank you for your involvement, commitment, and support. We look forward to “Making Leaps and Bounds in Education” with you as our partners!

Respectfully,

Raena B. Camacho
Principal

SCHOOL CONTACT Information

SCHOOL PHONE NUMBERS & EMAIL

Principal, Raena Camacho	raena.camacho@cnmipss.org 237-3126
Vice Principal, Melisa Mendez	melisa.mendez@cnmipss.org 237-3122
Main Office Line	664-3400
Secretary, Angelica Atalig	664-3400
Administrative Assistant, Leonie Dela Cruz	237-3121
School Fax	664-3410

SCHOOL PHONES

In case of an emergency, a message and number should be given to an office staff member to relay. Phones are located in the main office for student use. There are no phones available in the classrooms. **STUDENTS should not be making calls during instructional time without teacher permission.** Students who are not feeling well and want to call home need to be sent to the office to do so. All phone lines are monitored by the PSS Network and Troubleshooting department.

PSS/GTC Vision & Mission

Welcome to GTC Elementary, Home of the Deer (“Binadu” in the Chamorro language)! As partners with our families in the educational journey of our students, we work collaboratively towards building the academic, physical, and social abilities of our students. We are also members of a larger family, the CNMI Public School System.

PSS VISION & MISSION

PSS VISION: Students will graduate college and career ready to be productive in an independent global society.

MISSION STATEMENTS:

- To offer equal educational opportunity for all students by providing optimum curriculum, instruction, community service, and work experience in academic and career – technical education so that they become productive and contributing members of the Commonwealth and the global world
- To guarantee challenging, engaging, and intentional instruction to ensure curricular pathways to success by providing whole-child student supports through the creation of high performance school cultures and data driven “high-reliability” systems.
- To provide certified, qualified, and effective personnel
- To plan, build, and maintain school facilities conducive to learning, safe, orderly, and accessible to all
- To establish effective communications and collaboration of all stakeholders for meaningful and productive partnership
- To allocate financial and technical resources to meet the educational needs of all students

SCHOOL VISION

GTC’s vision and mission statements are aligned with the CNMI Public School System’s Philosophy, Vision, Mission and Purpose Statements. This alignment ensures the consistency of the educational programs for all students at GTC. The school philosophy and purpose statements are as follows:

SCHOOL VISION: At Gregorio T. Camacho Elementary School, we believe that all students can learn, belong, and contribute.

SCHOOL MISSION: Our mission at Gregorio T. Camacho Elementary School is to provide an environment that supports the physical, emotional, social, and academic growth of all students. This environment allows all students to develop to their fullest potential and to become contributing members in their families, their community, and the world.

GTC'S SCHOOL-WIDE *Expectations*

The "Binadu B's" are the agreed upon school-wide expectations of our staff, students, and school community. Living up to these expectations will help create and maintain a safe, positive, and caring school environment.

GTC BINADU Bs

BE RESPECTFUL

BE RESPONSIBLE

BE POSITIVE

PSS COVID-19 Standard Operating Procedures for Schools

**These policies and procedures are intended to guide all members of the GTC Elementary School community in mitigating against the spread of the novel coronavirus (COVID-19) and are applicable during Community Vulnerability Level GREEN as set forth by the CNMI Office of the Governor. These policies and procedures are subject to change and are superseded by any directives and guidelines set forth by the CNMI Office of the Governor, the CNMI Governor's COVID-19 Task Force, and the Commonwealth Healthcare Corporation. (Complete document of the SOPs available upon request)

PRECAUTIONARY MEASURES

✓ **Masking**

- K-12 schools: Optional
 - Risk-based approach based on intensity of transmission and PSS/Government directives.
- Masks are still required for students on PSS buses because of the close contact and in isolation rooms to prevent the spread of germs and other contagious illnesses, but they are optional in class and elsewhere on campus.

✓ **Identify a Waiting Room within your campus/office building.**

- Assign personnel in charge of monitoring and caring for individual(s) needing care/to isolate.
- All children or individuals in the waiting room must wear face masks at all times.
- Assigned personnel should be made aware of all COVID-19 Protocols. Ensure that a copy of this SOP is available to them along with any emergency contacts.

✓ **Provide each classroom/ office with:**

- Bodily Fluid Clean-Up Kit: bucket, trash bag, spray bottle (water and bleach solution made daily), paper towel, biohazard sealed bags or ziplock bags, mask, scoop and scraper, disposable gloves, antiseptic wipes, and hand sanitizer.
- Cleaning Supplies: Clorox Wipes or Bleach solution bottles, paper towel, and Lysol disinfectant spray
- Other supplies: facial tissues, hand sanitizers, face mask, and disposable gloves.
- Restrooms must be fully equipped with handwashing soap, paper towel, trash bin with lid, and toilet tissues.

✓ **Sanitize all rooms and offices:**

- Perform a daily Health Check observation on all children prior to entering the classroom for any signs and symptoms related to COVID-19.
- Each school must establish and follow a routine schedule for cleaning, sanitizing, and disinfecting. Classrooms need to be fully sanitized daily and in between every class transition. Wipe down all desks, table surfaces, tablets, computers, chairs, water dispensers, sinks, and door handles/knobs.
- Most AC's are retrofitted with UV filters. Verify with FDM regarding maintenance of your AC's or filters.

✓ **Monitor & Track COVID related absences/illness on PSS Tracking Sheet for COVID.**

✓ **Educate children and families on precautionary measures if ill.**

REPORTING MEASURES

If an individual is experiencing symptoms or concern regarding possible exposure, they are encouraged to notify the immediate supervisor or school administrator and get tested via antigen, SBT, or PCR. If the results are positive, a staff or student must self-report online and follow the stay-home orders. Staff and students are advised to share stay-home orders with the immediate supervisor or school campus administrator(s).

Should a staff member or student at school report concern/suspicion of exposure to COVID-19, the following procedures will apply:

✓ **Self-Report**

1. The staff member must inform his or her immediate supervisor of concern or respiratory distress/illness.
2. Staff will be informed to apply for sick leave and/or any available leave (accrued) and attach CHCC Certificate of Completion of Quarantine/Isolation. (Contact COVID-19 Surveillance Testing at the Koblerville COVID-19 Community Center or self report at <https://www.staysafecnmi.com/self-reporting/>).

✓ **School Based Testing:**

- a. If a student is presenting symptoms, parents will be notified and written consent must be given before any antigen tests are administered.
- b. If a staff is presenting symptoms, he/she will be strongly encouraged to avail of school / office based testing and self report at <https://www.staysafecnmi.com/self-reporting/>

RETURNING TO WORK OR SCHOOL

A staff or student may return to work or school when the stay home orders are completed and they are no longer presenting with fever and/or coughing for 24 hours without the use of fever reducing medication.

✓ **Students:** Notifying your administrator of self screening and a positive test will ensure that your absences will be excused.

✓ **Staff:** Notifying your immediate supervisor of self screening and a positive test will ensure that your leave will not result in AWOL.

PROCEDURES FOR RETURNING FROM OFFICIAL OR PERSONAL TRAVEL

The Public School System will adhere to the CNMI Government travel requirements and restrictions. At this time, there are no travel restrictions. Travelers must self monitor for any signs and symptoms related to COVID-19. If signs and symptoms are present, it is recommended that the individual notifies their immediate supervisor to ensure precautionary measures are taken to minimize the risk of COVID-19 exposures.

SCHOOL CLOSURE, CONTINUITY OF EDUCATION & RE-ENTRY

Should a school(s) close due to an increase in identified COVID-19 cases, the following procedures apply:

1. Prior to school closure, instructional staff will prepare instructional delivery methods via online platform.
2. Notification of school closures and transition to online platform will be released by COE through several media channels. (radio, newspaper, TV, PSS social media sites, etc.)
3. As soon as School Closure is announced, school personnel will secure their classrooms/offices and personal items.
4. All school personnel will report to their respective school to conduct classes online (accommodation to staff given at the discretion of the administrators).
5. PSS-designated COVID-19 sanitation crew for cleaning and sanitation will be contracted/contacted to sanitize and clean the school prior to reopening.
 - a. All surfaces will be sanitized (tables, chairs, shelves, walls, etc.)
 - b. All technology devices will be sanitized (iPads, laptops, desktops, technology carts, etc.)
 - c. All other items in the classrooms, offices, resource rooms, library, etc. will be sanitized (water dispensers, aircon, couches, etc.)
6. School admin will lead evaluations and inform COE if and when the school is ready to open.
7. Official notice of school closure, timeframe for closure, continuity of education and access to support will be issued through the Commissioner of Education in consultation with the CNMI COVID-19 Task Force.
8. Meal services will be continued at designated sites where parents/guardians can come to pick up their children's meals.

SCHOOL RE-OPENING

- ✓ **Follow all precautionary measures:** [Reinforcing prevention and monitoring illness/quarantine.](#)
 - Consistent and correct use of masks
 - Social distancing to the largest extent possible
 - Hand hygiene and respiratory protection
 - Cleaning and disinfection
 - Contact tracing in collaboration with local health department
- ✓ **School Operations:**
 - Mode of instruction
 - Model - i.e. hybrid, online, etc.
 - Scheduling
 - Programs
 - Extra and co-curricular
 - Youth sports
 - Clubs
 - After-school
 - Instructional programs
 - Mental Health
 - Meal services
 - Transportation services as schools reopen and transportation services resume, masks will be required on school buses until such time that the COE determines it is safe to make them

optional.

- Monitoring & tracking - Schools should also monitor absenteeism among teachers, staff, and students to identify trends and determine if absences are due to COVID-19, symptoms that led to quarantine, concerns about being in the school environment and personal health and safety, or positive test results. Anyone who tests positive for COVID-19 should stay home and self-isolate for the timeframe recommended by public health officials.

RESOURCE LINKS

- [Centers for Disease Control Operational Guidelines for K-12 Schools.](#)
- [Commonwealth Healthcare Corporation COVID-19 Travel Testing](#)
- [Commonwealth Healthcare Corporation COVID-19 Information](#)
- [Head Start Universal Masking and COVID-19 Vaccine Requirements](#)

FREE COVID-19 TESTING
AT KOBLERVILLE COVID-19
COMMUNITY CENTER

Community-Based Testing
Monday - Friday **12:30 PM - 3 PM**
Saturday - Sunday **8:30 AM - 11 AM**

Travel Testing
Monday - Sunday **8:30 AM - 11 AM**

REGISTER AT <https://covidtesting.chcc.health>.

Travelers are responsible for determining which COVID-19 testing they need (PCR or antigen) or not need based on their destination/route and are responsible for determining the timing of their swab test date schedule.

The Travel Test team can be reached at (670) 785-9966 or (670) 287-7570.

Live COVID-19 safe. Practice the 3 W's:
Wear your mask, Wash your hands, Watch your distance

   @cnmichcc | www.chcc.gov.mp



DAILY PROCEDURES - Arrival, Dismissal, & Restroom Use

STUDENT ARRIVAL

- For student drop-off, parents and families will need to drop off only at the school's Student Drop-Off/Pick-up gates, which is located in front of the school cafeteria.
****Students/Parents/Guardians/Visitors are not allowed to enter or exit through the Staff Entrance Gate near the grassy parking near Building D.**
- Students are to remain in their vehicles until their car has pulled up to the Student Drop-Off/Pick-up gates where school staff will be monitoring drop-off. **STUDENTS SHOULD NOT BE DROPPED OFF EARLIER THAN 7:00 AM.**
- Students are encouraged to head straight to the cafeteria to avail of the school breakfast. **Parents/Guardians/Siblings are not allowed to sit and eat with their child in the school cafeteria.**
- Please note that only one parent or authorized family member may walk their child to their classroom if necessary.
- The school's main office will be closed during drop-off and pick-up times (7:00-7:30am & 1:45-2:15pm), to prevent traffic congestion and allow staff to assist with supervision.
- **Students who arrive late (after 7:40 am tardy bell) must be escorted by their parent/guardian to the Main Office for a tardy slip.**

DISMISSAL

Teachers are responsible for supervising their students during dismissal, unless informed otherwise.

Staggered Dismissals

- School Buses will be lined up along the main parking lot. Bus riders may proceed to the bus line when their assigned bus is highlighted.
- Car rider(s) will be called upon based on the order of the line.
- Parents and families will not be permitted to exit their vehicles. Instead, school personnel will utilize a digital communication system to take student names, summon those students, and line them up safely for pick-up.
- During afternoon pick-up, the school's main office will be closed to relieve congestion and allow staff to assist with supervision.
- **Beginning at 1:50pm:** Based on the order of bus route / car riders, students will be highlighted on the school's Dismissal Sheet.
- Teachers are to supervise their students in their classroom until all of their students have been dismissed.
- Kindergarten teachers are to escort their students to line up at the designated area near the pick-up zone.

CLASSROOM CLEANING CHECKLIST

Teachers/Staff are responsible for keeping their rooms clean and sanitized. Cleaners may be outsourced based on availability of funds.

DAILY CHECKLIST

- ☐ Sweep floors
- ☐ Wipe down student/teacher desks and chairs with disinfecting solution
- ☐ Clean whiteboards and trays
- ☐ Wipe door handles and knobs, light switches, pencil sharpeners, remotes, water dispensers, sink faucets, and other common touch points with disinfecting solution
- ☐ Wipe down surfaces of shelves
- ☐ Empty and dispose of all trash in large dumpsters (located in staff parking & behind Bldg. B)
- ☐ Sweep walkway outside of classroom

RESTROOM USE

Teachers are to establish restroom procedures at the very beginning of the school year. Keep in mind that younger students will need to use the restroom more often than older students and should be allowed to use the restroom when needed.

Classes should use a tracking system with each student's number or name to ensure student accountability. Teachers should be aware of students' whereabouts at all times.

When teaching restroom procedures, also review our school's behavior expectations. For example, teach students that they are...

1. Expected to walk, not run, to the restroom
2. Keep the restroom clean
3. Wash their hands before leaving the restroom
4. Re-enter the classroom quietly
5. Walk quietly to their seat without interrupting the lesson

Floor markings will be placed in and outside the restroom facility to ensure students are practicing physical distancing. One mark will be placed inside the restroom and two others outside where students will wait their turn. If a student sees another student at the marker inside the hallway of the restroom, this signals them to wait outside.

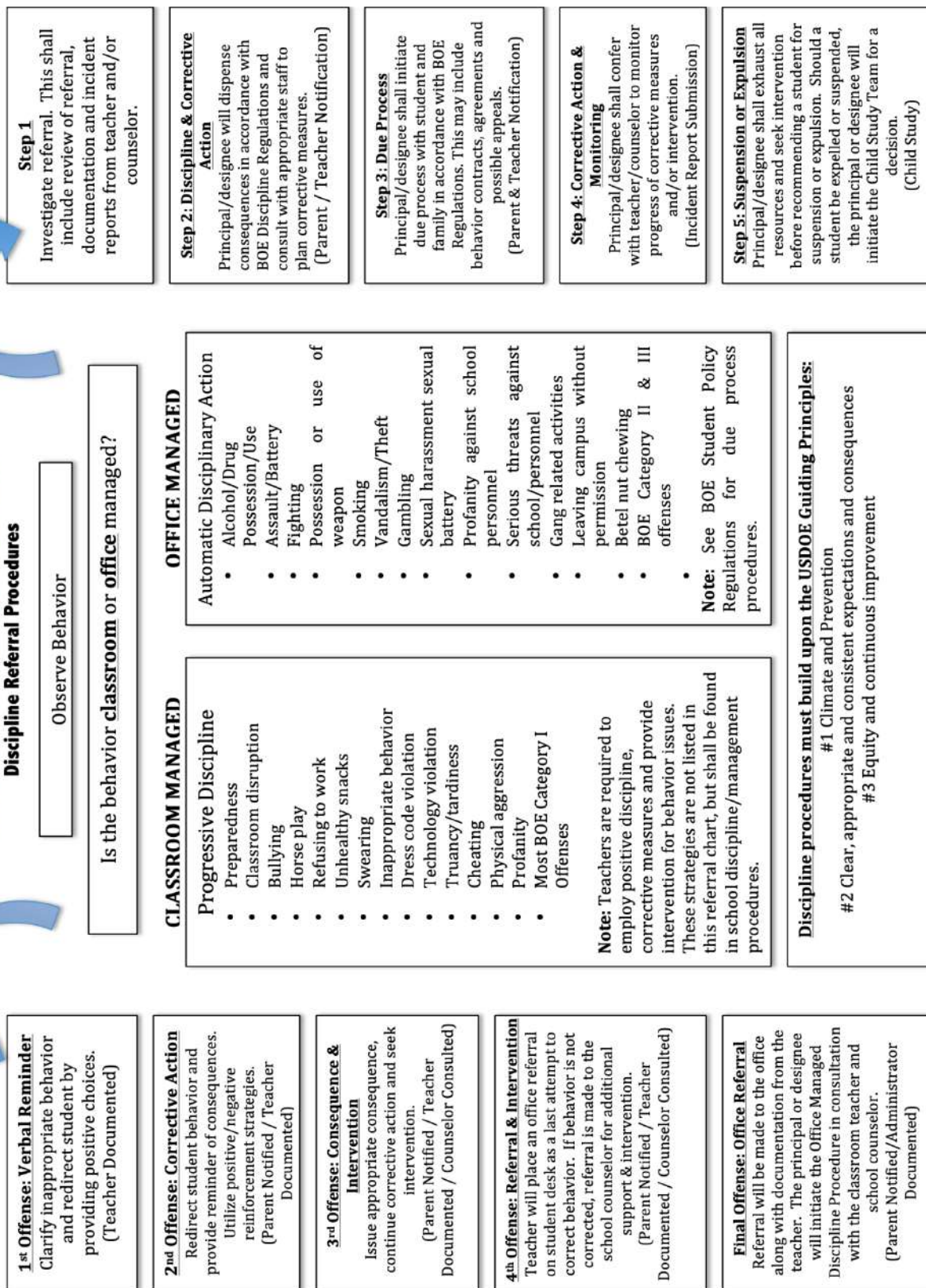
After a student uses the restroom, they are to wash their hands for at least 20 seconds before heading back to their classroom.

STUDENT Discipline

Discipline is everybody's responsibility at our school. GTC Elementary School believes in positive self-discipline, which is teaching students to think and act responsibly for themselves. (BOE Policy 609). All teachers will follow the school's rules, consequences, and discipline procedures as stated in the Discipline Referral Procedures approved by the BOE. When enforcing a disciplinary procedure, you must communicate it with the student. **If a student is in time-out, he/she must be visible to you at all times. Teachers are the first disciplinarians in the classroom. They are responsible for communicating behaviors that are acceptable and unacceptable of the students. Classroom rules and consequences must be established by the teachers and students and posted in the classroom. Students must fully understand the rules and consequences established. The classroom teacher must have exhausted all the disciplining consequences to manage the student behavior before referring a student to the office. Please complete the Discipline Referral Form before sending students to the office along with Classroom-managed Forms.**

PSS Discipline Referral Procedures

CNMI Public School System **Discipline Referral Procedures**



BOE Action 2015-007 (December 17, 2015)

GTC Teacher-Managed Behavior Tracking Form (minor)

This form is used to document **recurring** classroom behavior incidents. The student has been given a warning and re-taught the expectation and specific rule concerning the infraction prior to recording on this form. When recurring behavior occurs, start the recording process.

☐ **Warning given / Restate Expectation not met** _____ **Day/date:** _____

Student:	Teacher:	Grade:	Gender:
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1st Offense—Start form

Day/date:	Time:	Subject:		Student initials:
Incident location: <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Walkways <input type="checkbox"/> Library <input type="checkbox"/> Parking lot <input type="checkbox"/> Other:	Possible Motivation: <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid peer <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Don't know <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain item/activities <input type="checkbox"/> Other:	Others involved: <input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Peers <input type="checkbox"/> Aide/staff <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	Expectation not met: (circle) <div style="text-align: center;">Be Respectful</div> <div style="text-align: center;">Be Responsible</div> <div style="text-align: center;">Be Positive</div>	Incident notes: (if needed) _____ _____ _____ _____
Incident type: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Noncompliance <input type="checkbox"/> Minor disruption <input type="checkbox"/> Minor aggression (ex: grabbing) <input type="checkbox"/> Tease/minor bully <input type="checkbox"/> Rough play <input type="checkbox"/> Not completing homework </div> <div> <input type="checkbox"/> Lying/giving false info <input type="checkbox"/> Cheating <input type="checkbox"/> Tardy from break/lunch <input type="checkbox"/> Theft <input type="checkbox"/> Dress code <input type="checkbox"/> Other: </div> </div>		Interventions: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Student reflection <input type="checkbox"/> Student conference <input type="checkbox"/> Seating change <input type="checkbox"/> Curriculum modification <input type="checkbox"/> Time-out <input type="checkbox"/> Peer mediation <input type="checkbox"/> Extra time spent on task </div> <div> <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Refer to counselor <input type="checkbox"/> Loss of recess <input type="checkbox"/> Verbal cue/visual cue <input type="checkbox"/> Phone/contact parent <input type="checkbox"/> Parent conference <input type="checkbox"/> Other: </div> </div>		

2nd Offense—Contact Parent: (circle) **Contact** **Call** **Note home**

Date: _____ **Spoke with:** _____

Day/date:	Time:	Subject:		Student initials:
Incident location: <input type="checkbox"/> Classroom <input type="checkbox"/> Cafeteria <input type="checkbox"/> Playground <input type="checkbox"/> Bus <input type="checkbox"/> Walkways <input type="checkbox"/> Library <input type="checkbox"/> Parking lot <input type="checkbox"/> Other:	Possible Motivation: <input type="checkbox"/> Avoid adult <input type="checkbox"/> Avoid peer <input type="checkbox"/> Avoid task/activity <input type="checkbox"/> Don't know <input type="checkbox"/> Obtain adult attention <input type="checkbox"/> Obtain peer attention <input type="checkbox"/> Obtain item/activities <input type="checkbox"/> Other:	Others involved: <input type="checkbox"/> None <input type="checkbox"/> Teacher <input type="checkbox"/> Peers <input type="checkbox"/> Aide/staff <input type="checkbox"/> Substitute <input type="checkbox"/> Unknown <input type="checkbox"/> Other:	Expectation not met: (circle) <div style="text-align: center;">Be Respectful</div> <div style="text-align: center;">Be Responsible</div> <div style="text-align: center;">Be Positive</div>	Incident notes: (if needed) _____ _____ _____ _____
Incident type: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Defiance/disrespect <input type="checkbox"/> Inappropriate language <input type="checkbox"/> Noncompliance <input type="checkbox"/> Minor disruption <input type="checkbox"/> Minor aggression (ex: grabbing) <input type="checkbox"/> Tease/minor bully <input type="checkbox"/> Rough play <input type="checkbox"/> Not completing homework </div> <div> <input type="checkbox"/> Lying/giving false info <input type="checkbox"/> Cheating <input type="checkbox"/> Tardy from break/lunch <input type="checkbox"/> Theft <input type="checkbox"/> Dress code <input type="checkbox"/> Other: </div> </div>		Interventions: <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Re-teach expectation <input type="checkbox"/> Student reflection <input type="checkbox"/> Student conference <input type="checkbox"/> Seating change <input type="checkbox"/> Curriculum modification <input type="checkbox"/> Time-out <input type="checkbox"/> Peer mediation <input type="checkbox"/> Extra time spent on task </div> <div> <input type="checkbox"/> Loss of item/class privilege <input type="checkbox"/> Refer to counselor <input type="checkbox"/> Loss of recess <input type="checkbox"/> Verbal cue/visual cue <input type="checkbox"/> Phone/contact parent <input type="checkbox"/> Parent conference <input type="checkbox"/> Other: </div> </div>		

3rd Offense—Office Referral—attach this tracking form to the office-managed referral form

COMMON AREA Rules & Expectations

GTC Elementary School's Expectations Matrix

<u>Expectations:</u> <i>"The Binadu B's"</i>	Walkway Rules	Playground Rules	Restroom Rules	Cafeteria Rules	Bus Rules	Pick-up & Drop-off Rules
<i>Be Respectful</i>	1-Walk calmly 2-Allow for personal space	1-Use kind & appropriate words	1-Use a quiet voice 2-Flush the toilet after use	1-Use a quiet voice 2-Allow for personal space	1-Use a quiet voice 2- Use kind & appropriate words	1-Wait calmly
<i>Be Responsible</i>	3-Line up single file	2-Keep hands & feet to self 3-Play safely	3-Wash your hands after use 4-Use only the time you need	3-Keep hands & feet to self 4-Clean up after yourself	3-Keep hands & feet to self 4-Stay seated at all times	2-Keep hands & feet to self 3-Stay in assigned seat
<i>Be Positive</i>	4-Smile when you pass another	4-Invite others to play	5-Keep the restroom clean	5-Use good manners	5-Be a friend to others	4-Keep our school clean

ANTI-BULLYING School Policy

It is the policy of the CNMI State Board of Education to prohibit bullying, harassment, or intimidation of any person on school property or at school-sponsored functions or by the use of electronic technology at a public school. It is the policy of the CNMI State Board of Education to prohibit reprisal or retaliation against individuals who report acts of bullying, harassment, or intimidation or who are victims, witnesses, bystanders, or others with reliable information about an act of bullying, harassment, or intimidation.

Gregorio T. Camacho Elementary School strives to provide a safe and positive learning environment for all students. In order to prevent bullying, school staff and parents/guardians should be made aware of the extent of any bully/victim problems and should involve themselves in resolving the situation.

WHAT IS BULLYING?

- It is the willful, conscious intent to hurt, threaten, intimidate, or embarrass someone.
- It is when a person is being disrespectful and harmful to others emotionally, mentally, physically, and verbally.

Bullying can be:

- **Emotional** – being unfriendly, excluding, tormenting (e.g. hiding books, threatening gestures)
- **Physical** – pushing, kicking, hitting, punching, tripping, spitting, biting, choking, or any use of violence
- **Racist** – racial taunts, graffiti, gestures
- **Sexual** – unwanted physical contact or sexually abusive comments
- **Homophobic** – because of, or focusing on the issue of sexuality
- **Verbal** – name-calling, sarcasm, spreading rumors, teasing
- **Cyber** – All online sources include the internet, social media, chat groups, etc.
 - Mobile threats by text messaging and phone calls
 - Misuse of associated technology, i.e. camera & video facilities

ZERO TOLERANCE BULLYING SCHOOL AGREEMENTS

We can all promote school campus harmony by standing up and speaking up against bullying.

1. We will not bully other students.
2. We will do our best to help students who are bullied.
3. We will make it a point to include all students, even those who are usually left out.
4. When we know somebody is being bullied, we will report it to a teacher, parent, or an adult we trust.

BULLYING Consequences & Interventions

CONSEQUENCES	INTERVENTIONS
<u>Referral to the office:</u> <ul style="list-style-type: none"> • Phone call and/or meeting with parents • Depending on the investigation outcome, an Office-Managed Form will be sent home for parent signature. 	<ul style="list-style-type: none"> • Referral to School Counselor • Letter of Acknowledgement and an Apology Letter to victim(s) • Immediate Parent Conference depending on the category offense
<u>In-School Detention:</u> During recess/lunch recess. Duration can be between 1-3 days depending on severity and number of offenses	<ul style="list-style-type: none"> • Parent Conference with school-home agreements • Individual Counseling as needed.
<u>Loss of recess/lunch play for three (3) days:</u> Work detail (picking up trash/assisting cafeteria staff or Building Maintenance, etc.)	<ul style="list-style-type: none"> • Education about the effects of their bullying offenses with the School Counselor and the development of a behavior contract in which parents must acknowledge by signature • Student will do research on bullying to help him/her understand the effects of bullying. Student will write a report on the types of bullying and how their actions can affect others.
<u>In-School Suspension:</u> 1 day to 5 days depending on the severity and number of offenses	<ul style="list-style-type: none"> • Student will do research with their parent/guardian on bullying to help them understand the effects of bullying. Along with the assistance of parents, the student will create an outline for a presentation on bullying. • The student will conduct a bullying presentation to their peers.

**Other discipline measures may be followed according to PSS Regulations.*

STUDENT *Anti-Bullying Contract*

I, _____, promise to promote school campus harmony by standing up and speaking up against bullying.

This means I will:

- Not bully other students.
- Try to help students who are being bullied.
- Make it a point to include all students, even those who are usually left out.
- Tell a teacher, parent, or an adult I trust when I know somebody is being bullied.

Print your name (student) and sign

Date

Parent/Guardian Anti-Bullying Agreement

I have read the GTC Anti-Bullying Policy and agree to abide by and support the rules and consequences stated. I have discussed the rules and consequences of Anti-Bullying with my child(ren). I acknowledge and accept that GTC Elementary School may issue certain consequences should my son/daughter fail to adhere to and abide by the school policies and rules.

Print parent/guardian name and signature

Date

Grounds for suspension and expulsion are delineated in the Student Discipline Code of the CNMI Public School System replacing present Board Policies 609, 610, and 617.

SCHOOL CAMPUS Expectations, STUDENT Rights & Responsibilities

SCHOOL CAMPUS EXPECTATIONS

GTC has an open door policy and welcomes visitors to the school campus. **However all visitors must first sign in at the office for proper clearance and to obtain a Visitor's Pass.** Students and teachers are not allowed to bring friends and family members (i.e. children, younger sisters, brothers, etc) during instructional hours as this will disrupt regular class activity.

We care for the safety and welfare of all students. Therefore, we expect all students to adhere to the following expectations.

- Remain on the school campus once dropped off by car or the school bus until dismissed for the day.
- Be prepared by bringing only school supplies and materials to school everyday.
- Respect school property and the belongings of others.
- Observe proper behavior at all times.
- Play only in designated areas in a safe and respectful manner.
- Keep the school campus, classrooms, and facilities clean.
- Chewing gum and betelnut are not allowed.
- Bicycles, roller skates, skateboards, Heelys, and soccer cleats are not allowed unless required by a school-sanctioned activity/sport.
- Toys, marbles, playing cards, Pokémon cards, or any other things that may distract learning are not allowed.
- **Personal cell phones/smartphones, iPads, tablets, earphones, earbuds (wired or wireless) or any other technological devices are not allowed. Cell phones may be used only for after school emergencies and must remain in students' school bags. The school will not be liable for any lost, stolen, or damaged personal items.**
- Students must wear proper footwear at ALL times, especially while playing on the school field. Students are not allowed to play soccer or any other activities involving kicking/use of their feet without appropriate shoes to prevent injury.

STUDENT RIGHTS & RESPONSIBILITIES

It is the policy of the Board of Education that the legal rights of students be recognized and respected. However, the Board also recognizes that every right carries with it certain responsibilities. Among these responsibilities is the obligation to respect the rights of other students and all persons involved in the education process. In order to protect and preserve these rights, the Board of Education has adopted policies in a given situation. Students shall obey any such interpretation, subject to appeal to higher authority.

Students are responsible to...

- Attend school every day on time
- Come to school prepared and ready to learn
- Use learning/instructional time to its fullest capacity
- Follow school rules, policies, and standards of conduct
- Respect the rights and feelings of others

- Care for public property and the property of others
- Complete assignments promptly to the best of their ability
- Replace lost or damaged instructional material

PARENT *Rights & Responsibilities*

PARENT RIGHTS

Parents have the right to...

- Receive information regarding their child
- Have access to the written policies which set forth the philosophy of the school regarding student behavior and procedures for disciplinary action
- Review the materials and information in their child's cumulative file
- Have the grading policy and procedures clearly explained to them
- Communicate on various issues with the teacher(s) and the school principal
- Observe their child's classroom with approval from the school principal (Open Door Policy)
- Review and comment on recommended rules and policies that will affect their children and themselves
- Receive thorough explanation regarding action(s) taken against their child, the right to speak in their defense of their child, and the right to appeal to an appropriate authority if they are not satisfied with the action(s) taken against their child

PARENT RESPONSIBILITIES

Parents have the responsibility to...

- Ensure that their child has health insurance coverage while in any public school in the CNMI
- See that the physical, emotional, moral, and mental well-being of their child is met
- Make teachers and school administrators aware of issues regarding their child that might affect their performance in school
- Ensure that their child attends school daily and promptly
- Call or send an email/written note when their child is unable to attend school
- Ensure that their child is adequately provided with basic school supplies
- Acquire an understanding of school rules and policies which affect their child and themselves
- Explain the rules and policies of the school to their child and the consequences when violated
- Work closely with teachers, the school principal, and other staff to resolve issues involving their child
- Show interest in what their child is studying and to inquire about their child's progress or concerns with their teacher
- Assist their child with their studies and provide them with a place at home to do their homework
- Ensure that their child completes their assignments promptly, neatly, and to the best of their ability
- Participate in school and PTA meetings, parent-teacher-student conferences, and school activities/functions
- Report to school when requested to discuss matters involving their child

- Teach their child to respect the rights and property of others
- Ensure that their child is appropriately dressed according to acceptable standards by the school

SCHOOL STAFF Rights, Responsibilities, & Expectations

SCHOOL STAFF RIGHTS

All GTC Staff have the right to...

- Be respected as professionals
- Be respected as agents of education in their specific roles and capacities
- Work in a safe and non-threatening atmosphere
- Establish and maintain reasonable standards for classroom conduct, discipline, and rewards
- Expect help from the administration to resolve student or work-related issues
- Expect cooperation from parents/guardians regarding matters involving their child
- Have disruptive students removed from the classroom after all possible classroom interventions have failed.

TEACHER RESPONSIBILITIES

Teachers have the responsibility to:

- Establish non-threatening classroom rules and reasonable consequences which adhere to the BOE Discipline Referral Process and Regulations
- Clearly explain to students and parents the standards of conduct for which students will be held accountable and the consequences for not meeting such standards
- Clearly explain to students and parents course contents, standards, and means of student evaluation
- Make students aware of the criteria used to determine grades
- Maintain a clean and orderly classroom conducive to learning
- Establish a non-threatening classroom atmosphere where ideas can be freely shared
- Apply a variety of teaching techniques that address the varied academic levels and multiple intelligences of students
- Maintain weekly, quarterly, and daily lesson plans/units for instruction
- Communicate to parents the achievements and/or concerns that affect their child's academic progress through notes, phone calls, emails, meetings, and other means
- Respect the individuality of each student and approach students in a positive and caring manner
- Keep accurate records of individual students' attendance, grades, and other documentation that should be available upon the request of the parents or the Principal/Vice Principal
- Maximize instructional time to see the growth expected of their grade level
- Contact/inform office of any non-school personnel on campus

EXPECTATIONS OF ALL STAFF

As members of the GTC team, everyone is valued and held to high standards. As a team

member, we are expected to...

- Report promptly on working days. **ALL staff are expected to clock in by 7:25 am, unless assigned for morning supervision.** If supervising, staff are expected to be on campus at the assigned supervision time.
- Attend all scheduled Staff and Team Meetings
- Adhere to all BOE Policies and School Regulations/Procedures
- Work as a collaborative team member in order to achieve district and school-wide goals
- Attend and participate in all mandated Statewide, School-level, and PLC Professional Development trainings/meetings
- Attend ALL PTA Meetings
- Enforce the school rules on campus to ensure student safety
- Adhere to their assigned supervision duty for student safety and to help prevent accidents

STAFF SUPERVISION Responsibilities & Schedule

Supervision duties involve **ACTIVE** supervision, where supervisors are monitoring and walking around assigned areas to ensure student safety.

- **Morning Cafeteria Duty:** 7:00am to 7:40am
- **Morning Duty:** 7:10am to 7:35am at your designated area
- **Recess Duty:** Staggered periods (see schedules)
The field is the designated area for staggered recess.
- **Lunch Duty:** Staggered Lunch will begin from 10:15am - 12:25pm
The field is the designated area for lunch play.
- **After-school Duty:** 1:50pm - 2:25pm
Walkers will meet at Classroom D3, and escorted by a SPED team representative to cross the street.

Students' names will be highlighted on the Google Sheet for student dismissal.
Bus and car riders will go to their designated areas for pick up

****Supervision applies to the Half-Day Schedule as well.**

DRESS Code

STUDENT DRESS CODE

PSS BOE Policy

§ 60-20-464 Student Attire and Appearance

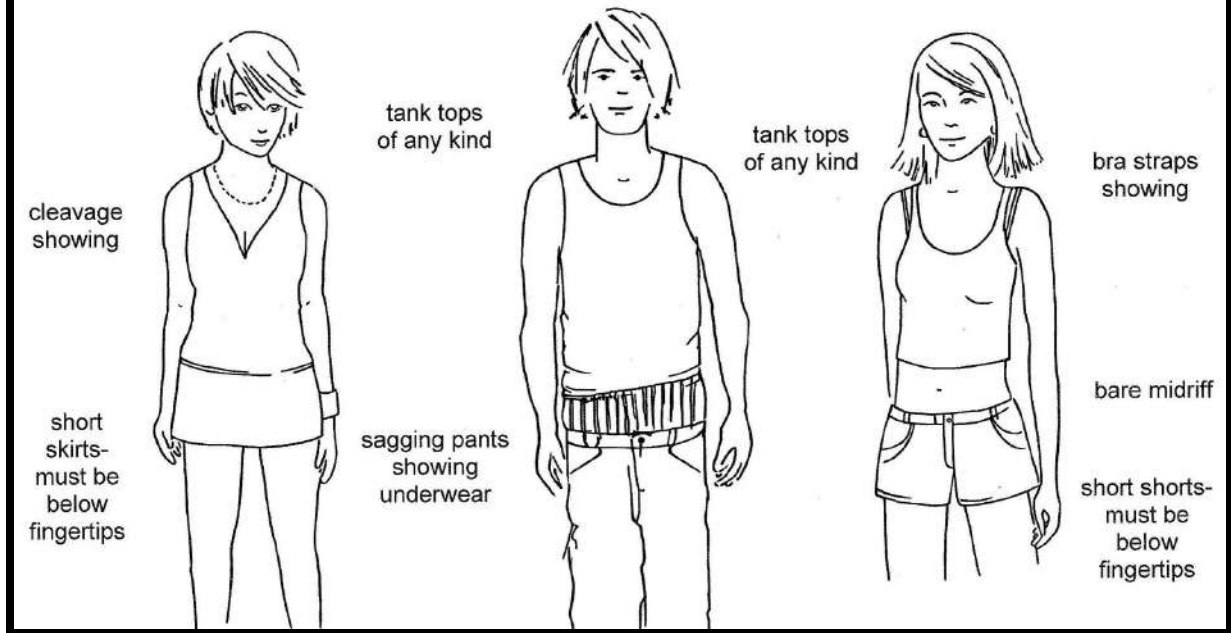
- (a) It is the responsibility of the Board to ensure that every student has a safe environment in which to learn. Attire worn by students that, in the opinion of the school administration, causes distraction or inhibits learning is forbidden.
- (b) Attire which is prohibited by the Board includes but is not limited to the following:
 - (1) Attire and appearance that promotes gang affiliations;
 - (2) Attire and appearance which promotes the use of drugs, alcohol or weapons;
 - (3) Attire and appearance that presents a hazard to the student's safety or the safety of other students or staff;
 - (4) Attire and appearance which advocates prejudice;
 - (5) Attire and appearance that causes a material and substantial disruption of the learning process;
 - (6) Provocative clothing which draws undue attention to themselves, thus disrupting the educational process.
- (c) The definition of attire and appearance should be construed liberally to include items such as bookbags, book-covers, sports-related articles, hats, lunch-boxes, and other similar items that students may bring to school.

GTC School Policy

GENERAL:

- Undergarments, cleavage, torso, chest, backs, and stomachs must be appropriately covered at all times (even when you raise your hand or move around)
- Any fashion/attire that creates a distraction to the educational learning environment is not allowed.
- Messages or pictures on clothes should be respectful. No sexual, drug, alcohol, or tobacco messages, no gang symbols or affiliations, no profanity, racial slurs, putdowns, weapons, etc. Any fashion/attire that is considered by school officials and/or law enforcements to present a safety concern is not allowed.
- Bandanas are not allowed as part of an attire as they may reflect gang related activities.
- Shades and hats are not permitted in the classroom.

These items are not to be worn at school



The appropriateness of any clothing in question will be left to the discretion of GTC Elementary School teachers and administration. Students who fail to dress responsibly and follow the guidelines will be subject to disciplinary action which may include the need to change attire.

REMOTE/ONLINE Learning & Instructional Time

REMOTE/ONLINE LEARNING

CNMI Public School System's endorsed learning management system (LMS) shall be used for all remote or online classes. The LMS provides virtual classroom spaces for all teachers across the district and is an online meeting space that includes interactive tools to support teaching. The LMS is a secure platform that is managed at the district level by the Office of Instructional Technology and Distance Education.

Although schools have transitioned to full in-person learning, teachers should continue to utilize the virtual classroom space to support instruction. This entails lesson planning, content organization, creation of tasks and assignments, virtual interfacing with students as well management of the grade center as appropriate.

The call for continued use and maintenance of the LMS ensures 21st Century Technology integration, broadening the definition of a traditional classroom environment to encompass the virtual learning space as well as support preparedness for a transition to remote forms of instructions should a pivot be necessary.

Instructional Programs & Curriculum for K-5th

All grade levels have instructional textbooks/worktexts/online resources for the core content areas. Textbooks and other supplementary material are used to teach the skills for mastery in all grades. The CNMI Standards & Benchmarks, Next Generation Science Standards (NGSS), and the ELA and Math Common Core State Standards (CCSS) guide instruction. The Core Curriculum has been approved and adopted by the Board of Education as the Primary Instructional Material. All other programs are supplemental programs to support learning. The following are the programs implemented at GTC:

English Language Arts

- Core Curriculum: Journeys Common Core, Houghton-Mifflin Harcourt
- Accelerated Reader & AR360 Program, Renaissance Learning
- Achieve3000/KidBiz 3000
- Smarty Ants
- myON
- Freckle ELA, Renaissance Learning

Math

- Core Curriculum: Into Math, Houghton-Mifflin Harcourt
- Freckle Math Program, Renaissance Learning

Science

- Core Curriculum: Science Fusion, Houghton-Mifflin Harcourt
- Science Fusion Inquiry Kits, Houghton-Mifflin Harcourt
- Nonfiction Leveled Readers, Houghton-Mifflin Harcourt
- Lakeshore Learning Manipulatives, Lakeshore Learning Resources

Social Studies

- Core Curriculum: myWorld Social Studies, Pearson
- Harcourt Social Studies, Houghton-Mifflin Harcourt
- CNMI published resources

Physical/Health Education

- SPARK Curriculum, SPARK Physical Education
- SPARK PE Equipment (K-6), SPARK Physical Education
- Sexual Abuse Prevention Curriculum
- Pure Edge Curriculum

Social-Emotional Learning

- Positive Action

Response to Intervention

- Reading Mastery Program, McGraw-Hill
- Targeted Reading & Math Intervention Kits, Teacher-Created Material

CHILD STUDY Team (CST) Meetings & Procedures

The purpose of a child study is to help students with academic and or behavioral concerns, as well as support teachers implement interventions to best support the student identified. The CST team meets to brainstorm intervention strategies to support the teacher and the student. The teacher is given a specific time period to implement strategies. A follow-up child study meeting is conducted to monitor effectiveness of interventions and student progress. ****A student referred for a CST is not automatically referred to the Special Education Program.** The Child Study Team can recommend the following:

- Specific modifications and accommodations in the existing instructional programs for the student
- Referral to Special Education for consideration of eligibility for special education and related services; (a referral for consideration will not result in the student being removed from the classroom. If a referral is made, specific modifications or immediate use of interventions in the classroom should be determined by the CST team.
- No further action

The CST process is as follows:

1. Teacher identifies a concern about a student's performance/behavior.
2. Teacher contacts parents and communicates his/her concerns and documents contact.
3. Teacher implements interventions for students and documents success rates or progress.
4. If the concern remains after a reasonable period, the teacher refers the student to the CST Coordinator, our School Counselor by completing the Tier 3 Student Profile Form.
5. A CST meeting is scheduled and team members are notified.
6. Parents are notified and invited to participate in the initial CST meeting. This invitation must be documented.
7. A CST meeting is held. Student documentation is reviewed, performance discussed, and interventions and alternatives are recommended. Minutes are recorded and an action plan is developed by the team.
8. Action plan is implemented. The action plan may include referral for evaluation for eligibility to receive SpEd services.
9. If a referral for evaluation is recommended, the Referral Packet is originated.

Tuesdays are designated for CST meetings; however, depending on availability of the team, CST meetings may be held on other workdays. The Tier 3 Student Profile template is available in the Staff Collaborative Drive that must be completed by the classroom teacher prior to the CST meeting. The CST will be managed by the counselor and includes the following team members: Principal and/or Vice Principal, Counselor, Classroom Teacher(s), and Special Education Teacher(s).

PTA Meetings

The Parent Teacher Association (PTA) of GTC holds a general membership meeting every other month. PTA meetings are held on the third Wednesdays every other month, unless otherwise scheduled on the School Calendar of Events. Special meetings may be called if necessary. The PTA President is vested with the authority of scheduling and convening the general membership meetings. The President presides at these meetings.

The PTA Officers are composed of the President, Vice-President, Secretary, and Treasurer. These officers are elected at the end of the school year or the beginning of the new school year and will serve a term of one school year. The officers are responsible for convening and facilitating meetings of the association. They are also responsible for coordinating other activities determined by the association during the school year.

All parents/guardians are highly encouraged to attend PTA meetings to stay informed and updated.

Accreditation - Cognia

The CNMI Public School System is accredited under the North Central Association Commission on Accreditation and School Improvement (NCA CASI), through Cognia. PSS undergoes a district-wide accreditation process. Cognia adopted new performance standards in July 2022 for K-12 institutions. Four key characteristics are evident when institutions effectively adopt the Cognia Performance Standards and engage in Cognia's peer review process for accreditation and continuous improvement.

1. **CULTURE OF LEARNING:** the institution's focus on the challenges, joys, and opportunities for learning, and the coherence with its mission and vision
2. **LEADERSHIP FOR LEARNING:** the responsibility of an institution's leaders to influence and impact all aspects of the institution in positive ways
3. **ENGAGEMENT OF LEARNING:** the inclusion of all learners in the learning process, and their development of confidence and love of learning.
4. **GROWTH IN LEARNING:** the growth of learners in the programs and curricula provided by the institution and their readiness to successfully transition to next levels of learning.

SCHOOL-WIDE Improvement Plan (SWP)

The School Leadership Team meets on a monthly basis to monitor progress of our school-wide improvement plan and the District's required actions identified at the last accreditation review. The team continuously seeks the input, feedback, and participation of all stakeholders throughout the school improvement process.

GTC SY 2022-2023 SWP

Gregorio T. Camacho Elementary School

Vision	Mission	Beliefs
<p>The Commonwealth of the Northern Mariana Islands Public School System is a provider of quality education, empowering all individuals to be innovative thinkers and learners.</p>	<p>Educating lifelong learners to become productive citizens of a global society.</p>	<p>PSS Values:</p> <ul style="list-style-type: none"> Leadership and Learning Efficacy Accountability Diversity Engagement Relationship <p>GTC Elementary School Beliefs: We believe all students can develop to their fullest potential to become contributing members of their families, their community, and the world.</p>

Student Success	High Performing Personnel	Safe & Caring Schools	Communication & Community
<p>Objectives</p> <ul style="list-style-type: none"> By June 2023, 53% of GTC students will be at or above proficiency level in reading as measured by the STAR Reading/EL assessment. (District target) By June 2023, 53% of GTC students will be at or 	<p>Objectives</p> <ul style="list-style-type: none"> By June 2023, 53% of GTC students will be at or above benchmark in reading and math as measured by the STAR Early Lit/Reading and Math assessments. 	<p>Objectives</p> <ul style="list-style-type: none"> By the end of June 2023, 75% or more of GTC students in third through fifth grade will agree to positive attitude traits towards themselves. At the end of each quarter, 47% or more of GTC students will be eligible for the quarterly 	<p>Objectives</p> <ul style="list-style-type: none"> By June 2023, GTC will increase parent engagement by 5% as measured by attendance sheets. (SY21-22 PTA: 17%; Conferences: 43%) Strengthen community engagement to enhance relationships between schools and

Objectives	Objectives	Objectives	Objectives
<p>above proficiency level in math as measured by the STAR Math/EL assessment. (District target)</p> <ul style="list-style-type: none"> By June 2023, 43% of GTC students will meet their Screening 1 projected scaled score in reading as measured by STAR Reading/EL Outcome results. By June 2023, 41% of GTC students will meet their Screening 1 projected scaled score in math as measured by STAR Math/Early Literacy outcome results, 		<p>Virtues Award as measured by the school's criteria.</p>	<p>outside agencies by increasing the number of partners by 5%.</p>
Critical Initiatives	Critical Initiatives	Critical Initiatives	Critical Initiatives
<ul style="list-style-type: none"> Implement a school-wide program to increase students' reading fluency & comprehension. Provide interventions and personalized learning through a systematic Multi-Tiered System of Support (MTSS). Provide after-school and extra-curricular opportunities to support students' reading and math skills. Implement a school-wide program to increase students' math fluency. Systematically teach mathematical academic language to develop students' proficiency in math. Provide explicit instruction in solving word problems to deepen students' mathematical understanding and support their capacity to apply mathematical ideas. Implement a school-wide progress monitoring system to track students' reading goals. Implement interventions and personalized learning through a systematic Multi-Tiered System of Support (MTSS). Provide after-school and extra-curricular opportunities to support students' reading and 	<ul style="list-style-type: none"> Schedule and provide professional development training for instructional support (Onsite/Off-island/Online): PBL, Online Programs/Technology; Rigor & Relevance; Learner Engagement; MTSS; Others Provide curriculum, equipment, supplies, and other resources to support student learning. Integrate Project-Based Learning strategies and activities for students to learn and apply skills that address grade-level standards and benchmarks. 	<ul style="list-style-type: none"> Implement strategies with the support of a social-emotional learning curriculum to meet the social-emotional needs of students. Promote positive behaviors through the implementation of a PBIS tracking system. 	<ul style="list-style-type: none"> Empower our school PTA to initiate and lead parent support activities/training. Improve and enhance the school-home communication system to increase parent engagement. Develop a school-wide attendance monitoring system to improve student attendance. Collaborate and build community partnerships to provide a range of opportunities and activities for students and families. Develop a baseline list of community partners and activities.
math skills.			
Key Measures	Key Measures	Key Measures	Key Measures
<ul style="list-style-type: none"> STAR Reading Assessment Achieve3000 SmartyAnts STAR Curriculum-Based Measurement Assessment Reading Fluency Passages Child Study Team (CST) Referrals Lesson Plans Group Identification & Intervention Plans ELEOT STAR Math Assessment Teacher Monitoring Data Timed Math Fact Practice/Assessment Student Tracking Form Formal / Informal Classroom Observations Early Warning System (EWS) Tracking Form 	<ul style="list-style-type: none"> ELEOT Professional Development Plan Formal / Informal Classroom Observations Instructional Resource Request Form / List Purchase Order Requests Formative/Performance-based Classroom Assessment 	<ul style="list-style-type: none"> Formal / Informal Classroom Observations Student Surveys Discipline / Office Referral Data Class Dojo GTC Virtues Awards List 	<ul style="list-style-type: none"> Attendance / Sign-in Sheets Parent Volunteer Forms Teacher Monitoring Data School Notification System Reports Attendance Tracking Form Infinite Campus Attendance Reports Event Registration and Sign-in Sheets Education Tax Credit (ETC) Donation Parent Engagement Tracker

STANDARDS-BASED Grading & Mid-Progress Conferences

STANDARDS-BASED GRADING

The following are the categories that will be used to determine students' progress/grades:

- **Tests/Quizzes:** These are short written or oral, covering skills taught in a day or two or after a short unit. It is usually administered after a standard/benchmark is taught to determine successes and weaknesses.
- **Classwork:** Class assignments are activities aligned to the content learning objectives. Assignments should be designed and tailored to meet the learning needs of all students. Class assignments can also be used accordingly to assess understanding or attainment of the learning objectives.
- **Homework:** This is an activity assigned to students to complete at home. It is a reinforcement activity and important in developing good study habits and responsibility.
- **Projects:** These include reports, demonstrations, research papers, experiences, speeches, interviews, dioramas, etc.
- **Exams:** Quarterly exams are administered at the end of each quarter to determine students' understanding of the standards taught that quarter.

The table below outlines the categories and their weights that will be used to determine student grades/progress:

Grading Category	Weight
Quiz/Test	30%
Classwork	30%
Homework	10%
Project	10%
Exam	20%
TOTAL	100%

Standards Based Reporting is in full implementation. The grading scale is as follows:

4 – Advanced (3.60 and above) 3 – Proficient (2.60 – 3.59)

2 – Developing (1.60 – 2.59) 1 – Beginning (0.00 - 1.59)

MID-PROGRESS CONFERENCES

There will be FOUR mid-quarter progress report conference days for each quarter. This is an opportunity for teachers to communicate with parents about their child's academic/ behavioral progress and any other areas of concerns. Parents are required to sign a copy of their child's progress report for the teacher's file to be inserted into the student's Cumulative File. A copy of the progress report should also be provided for the parents. Mid Progress Reports must be reviewed by the Principal before distribution

REPORT CARDS, Awards Ceremonies, Student Awards

REPORT CARDS

The Principal must review the Standards-Based Report Card before distribution. For the fourth quarter, final Report Cards must be submitted to the Principal for signature and promotion/or retention. White-outs or Scratch-outs on report cards are not permitted.

AWARDS CEREMONIES

The purpose of the awards assembly is:

- To recognize students and staff for their exceptional performance
- To provide students the opportunity to showcase academic and/or extra-curricular achievements
- To disseminate important information to students, parents, and staff

CEREMONY RULES:

1. Follow GTC's Binadu B's: Be Respectful, Be Responsible, Be Positive
2. Be respectful to others
3. Sit in the assigned place with your class
4. Show respect when responding to speakers or acknowledging classmates

STUDENT AWARDS

- **Binadu of the Month and /or Most Improved Binadu:**

This award aims to promote academic performance and a positive attitude in school. Teachers will select a student each month that demonstrates outstanding performance, great improvement, or a student that stands out based on his or her performance and or effort academically and conduct. Binadu of the Month and Most-Improved awards will be given at the Binadu ceremony for each month.

These students must:

- Complete all school work, assignments, projects, etc. on time
- Care for others and school properties
- Follow all school rules
- Have excused absences and tardies only
- Earn "S's" and "A's" on citizenship
- Demonstrate great effort in both academics and conduct

- **Academic Excellence:**

This award recognizes students who have earned an average of 3.6 or above for all subjects in a quarter.

- **Perfect Attendance:** This award is to promote excellence in attendance and punctuality. At the end of every quarter, students with perfect attendance are awarded a certificate. For perfect attendance, students must have:

NO absences AND NO tardies (excused or unexcused)

****A STUDENT WHO LEAVES SCHOOL EARLY FOR ANY REASON DOES NOT QUALIFY FOR PERFECT ATTENDANCE. TIME TO BE ASSESSED BY THE SCHOOL PRINCIPAL.**

- **Virtues Award:**

This is to recognize positive character development and excellence in behavior, work habits and overall discipline. Students must show effort or growth towards improving conduct/behavior for each quarter. A student can still earn the Virtues Award, with only 2 “S’s”. A student that earns 3 or more “S’s” constitutes an “S” or satisfactory for citizenship. In the school report card for the section under “shows good time and attendance” a student must have:

- 0 to 2 absences or tardies = Almost always (A)
- 3 to 4 absences or tardies = Satisfactory (S)
- 5 and above absences or tardies = Improvement needed (I)

KINDERGARTEN & FIFTH GRADE AWARDS

As per previous PSS directives, there will **no longer be a formal Graduation or Promotional Ceremony for the Fifth Grade and Kindergarten students.** All students will be recognized for their accomplishments during the End of the Year as decided by individual schools. Recognition includes:

- **Academic Excellence** – 4th Quarter Grades (5th grade only)
- **Overall Perfect Attendance** - (5th grade only for School Year)
- **Virtues-Character Education** – 4th Quarter (Kindergarten Only)
- **Leadership** – (5th grade only)

STUDENT COUNCIL *Duties & Responsibilities*

**STUCO Officers consist of 5TH grade students, with the exception of two class representatives from each 3rd and 4th grade class*

The duties of the **President** shall be to:

1. Execute the will of the Student Council.
2. Preside at assemblies, student council meetings, student body meetings, and executive board meetings.
3. Call a meeting; appoint committees, standing and temporary committee chairperson. (A committee put together for a particular reason/issue.)
4. The official school representative at all inter-school functions.

The duties of the **Vice President** shall be to:

1. Assist the President and accept the duties of the President in case of his/her absence if the President is unable to complete his or her term of office.
2. Be in charge of maintaining the Constitution. Any questions or revisions may be taken care of by the Vice President or by a committee called by the Vice President to handle the question.
3. Be the Student Body Parliamentarian

The duties of the **Secretary** shall be to:

1. Keep minutes of all student council meetings and shall have these minutes duplicated and distributed to all rooms with the greatest possible dispatch.
2. Be responsible for all student body communication.

The duties of the **Treasurer** shall be to:

1. Take account and report to the student body all monies made and spent by the student body.
2. Report all receipts and expenditures to the student council at the end of each month.

The duties of the **Sports & Spirit** officers shall be to:

1. Work closely with the teachers and student council advisors on sports activities/events.
2. Be responsible for planning lunchtime sporting activities and school spirit assemblies.

Classroom Representatives: (3rd-5th Grade only)

The duties of the Classroom Representatives will be to:

1. Attend student council meetings and required meetings when they are announced.
2. Report all information he/she received at the student council meetings to his/her classmates and teacher(s).

Elections of the classroom representatives will be done in the classroom, not through the general student council elections. Each class will elect its own representatives. Each class shall have at least two (2) representatives in case one is absent, the other can take his/her place.

Health Services, Food Services, & Cafeteria Rules

HEALTH SERVICES

GTC has a school nurse assigned to be on campus on Mondays unless otherwise assigned by their supervisor.

We have a new School Health Monitor assigned to GTC. Our School Health Monitor will be working with the school administration and school nurse on health, mitigation, and outreach tasks.

Our school also partners with the CNMI Public Health Center, CHCC, and other school/local resources in order to provide the following health services.

- a. First Aid– provides comfort or first aid treatment for minor bruises, injuries, or health issues.
- b. Dental Services – Depending on program availability, certain grade levels are invited to the Dental Clinic at CHCC for the Dental Sealant Program.
- c. Hearing and Vision Screening - provides annual hearing and vision screening to determine any vision/hearing deficiencies and referral to private specialists.

FOOD SERVICES

The school's breakfast and lunch provides balanced and nutritious meals for the students. The PSS Child Nutrition Program monitors the meals served by private food service caterers in the district.

All students attending the CNMI Public Schools will be allowed one free breakfast and one free lunch on school days in their respective school cafeterias through the Community Eligibility Provision. A free meal application is not required to avail of these benefits. These benefits do not apply to students attending private schools or daycare centers or younger siblings of public school students attending private schools or daycare centers. This benefit only applies to children attending public schools and eating in the public school cafeterias. These benefits are not transferable.

CAFETERIA RULES

The cafeteria rules, in addition to our common area rules matrix on p.23, are as follows:

1. Walk in the cafeteria
2. Get in line when going to the cafeteria and getting food
3. Use inside voices
4. Dispose trash in proper bins
5. Be courteous and respectful to all cafeteria workers and lunch supervisors
6. **Absolutely NO FOOD is to be taken away from the cafeteria**

LIBRARY Rules & Policy

Students are encouraged to use the library to borrow books to help with class projects, reading to reach reading goals, research, or for enjoyment. Students are allowed to borrow up to 2 books at a time per week. If students have finished reading their books and would like to borrow another one before their scheduled library time, they may visit the library during their recess/lunch break or after-school hours. Students are responsible for keeping books and library materials in good condition. *****A library permission form must be signed and submitted each school year for students to be able to borrow books.***

LIBRARY RULES

ALL SCHOOL RULES MUST BE FOLLOWED WHEN VISITING THE LIBRARY

★ **Be Responsible**

- Eating or drinking is not permitted in the library as liquids and foods can damage books.
- Walk and Sit Safely– To ensure students do not get injured, running and horseplay are not allowed in the library.
- Take Good Care of Library Books – The books are for everyone to share. Please keep the books safe and dry. Keep books away from liquids, food, pets and young siblings who might damage the books.
- Report any book damage to the Librarian as soon as possible so that repairs may be attempted in a timely manner.
- Return Library Books on Time
- Put Things in the Proper Place
 - Whenever you are done reading your library books, put them into your school bag.
 - If you are not sure where something belongs in the library, ask the school librarian.

★ **Be Respectful**

- Listen – Students must listen and follow instructions provided by school and library staff.
- Whisper – Loud talking or reading, shouting and loud noises are not permitted in the library. Talk softly and read quietly so that you don't disturb anyone else who is reading or studying.

★ **Be Positive**

- Select books within your reading level. Do your best and read each book carefully three times and then take an AR quiz. Encourage your classmates to do the same.

LIBRARY POLICY

- A notice will be sent to students whose books are overdue or have been damaged.
- A fine of 5¢ will be charged for each day a book is overdue up to \$1.00 per book.
- Overdue books will result in alteration or suspension of library privileges.
- If a book is 30 days overdue, library privileges will be suspended and a notice will be sent home assessing a lost book fee.
- **All overdue books must be returned and all fines and damaged/lost book fees must be paid before full borrowing privileges are restored and before release of student report cards. If a lost book is found at a later date, and is returned in good condition, a refund will be issued.**
- **If a child is withdrawing from GTC Elementary School, all books must be returned to the library and all fines and fees must be paid before withdrawal is approved.**

PLAYGROUND Rules, Rainy Day Policy, & Field Trips

PLAYGROUND RULES & CONSEQUENCES

The playground is a privilege. Students who do not follow the playground rules will lose their privilege to play. Students must adhere to the playground rules as follows:

1. Play safely in assigned areas only
2. Share playground space/equipment
3. Footwear is required while playing outdoors (shoes required for soccer/kickball/foot-sport activities)
4. Eating while playing is not allowed
5. Pushing and throwing dangerous objects/equipments such as hard baseballs are not allowed
6. Potentially dangerous games, such as tackle football is not allowed

Consequences are:

- Removal of student(s) from playground/Loss of play time
- Student will see the counselor to work on an activity focused on safe-play

RAINY DAY POLICY

The determination of a “rainy day” will be done by the Principal or Vice Principal and declaration will be made known to all staff and students.

1. There will be a note on the white-board located in the office to indicate enforcement of the rainy day policy, or staff may be informed by admin staff through messaging.
2. Students will need to remain in their classrooms for indoor activities until the rain stops or authorized by the school admin.
3. ***Each teacher is responsible for supervising their students when the rainy day policy is in effect.***

FIELD TRIPS

Academic Excursions are trips of educational value to students related to the course content and are regarded as an extension of learning. It motivates interest, supplements, and enriches an ongoing study, or reviews learning that have just culminated. A field trip offers an opportunity for concept building over and beyond those made available through books, films, and other visual aids in the classroom.

A Performance Excursion is a trip designed to provide an opportunity for school clubs/groups to perform and exhibit skills learned to the public. The teacher requirements for excursions are as follows:

1. Visit the site before the actual visit so that you can prepare your students.
2. Communicate with the affected agency of your intention to conduct a field trip.
3. Submit an excursion request to the office at least two weeks in advance of the trip date. Before approval, your request will be forwarded to the PSS transportation for bus

scheduling. Field Trips must be scheduled in the morning from 9am – 11:30am. Classes should return to school in time for the lunch period. Otherwise, teachers will need to make arrangements with the school principal and cafeteria vendor. If applicable, inform the office that you will not be having lunch on campus at least two days in advance so we can inform the food caterer.

4. Prepare information and permission forms for the principal to concur and distribute to parents/guardians for consent. Students will not be allowed to go on a field trip without a signed permission form. The letter to parents should state the purpose of the trip, date, departure and arrival time, requirements or what students need to bring. Chaperones are required for field trips. PSS regulations are to be followed.
5. Bring students' emergency cards, permission forms, and a first aid kit on the trip.
6. Teachers must arrange for and prepare assignments for students not participating.

ACCIDENTS, ILLNESS, & Medication

**All BOE Regulations are available online at www.cnmilaw.org Select Administrative Code, then Title 60: Board of Education to access.

ACCIDENTS

Any time a student is injured from an accident, the school administration is to be notified immediately. In their absence, the front office staff should be contacted. Staff members should render only emergency first aid until the administrative staff instruct otherwise. Every effort should be made to calmly remove other students from the area.

All accidents need to be documented by supervising staff on **the same day** it occurred. Supervising staff are required to complete the *PSS ACCIDENT FORM* and include all important details (excluding the names of other students). After completing the form, copies need to be made for both parent and teacher. The original must be handed to one of the office staff so that parents can be called and informed.

Any major accidents or those dealing with the head or face area should be reported to the school principal or vice principal immediately to determine if any additional steps need to be taken.

ILLNESS

Procedures if STUDENTS become sick

- Inform office staff and/or administrators right away
- Any time a student is ill and unable to remain in class, an ***Illness Slip*** should be completed and sent with any student referred to the office for illness. Should that student need assistance going to the office, please contact the office staff for escort or assistance from another staff member. Parents will be notified by the office of the illness/concerns and request for the child to be taken home, to a doctor, or to seek medical attention.
- 911 must be called for any emergency medical services needed

Monitor School Attendance

- When students or staff are absent; make phone calls to ensure they are well.
- Monitor and identify patterns to ensure appropriate intervention is provided.
- Inform appropriate health authorities about any increase or large student or staff absenteeism due to respiratory illnesses.

Plan for Learning Continuity

- Identify students who will need support to access the internet and devices at home.
- Establish a school technology loaner accountability process.
- Inform parents/guardians and students of the technology support policy should there be a need to implement all stakeholders are aware of the process.

MEDICATION

PSS shall not be responsible for administering or dispensing medication. However, the Board recognizes that some students may require medication for chronic or short-term illness/injury during the school day to enable them to remain in school and participate in their education. The following requirements must be met before the school will be able to assist students with such needs. **Requirements can be found in the PSS Rules and Regulations § 60-20-484 Administering Medicines to Students**

Self-administration of Medication

Students with asthma or any potentially life-threatening respiratory illness may carry with them for self-administration metered-dose inhalers containing “rescue” medication. Possession and self-administration of these prescription medications must comply with prescription instructions and applicable law. **Notification of the student’s possession and use of such medication must be provided to the school principal. The notification shall state the name of the student, name of drug, dosage, frequency of administration, route of administration, the prescriber’s name, the diagnosis indication for use of the medicine, any adverse effects and applicable emergency instructions.**

PSS PUPIL TRANSPORTATION *Services & Policies*

TRANSPORTATION SERVICES

The CNMI Public School System (PSS) provides transportation at no cost to students to ensure that your child avails of his/her right to free public school education. Because the school buses provided are government property, the **School Bus Rider Request Form** and **Bus Rider Agreement Form** must be submitted in order for your child to be able to ride the school bus.

The CNMI PSS Office of Pupil Transportation (OPT) aims to provide students with a safe and clean mode of transportation. The Public School System would like to remind that it is the responsibility of parents/guardians to review the *School Bus Rider Rules and Procedures* and ensure that their child understands the rules and procedures. Any misconduct on the bus will have consequences appropriate to their action.

In addition, the bus driver is responsible for enforcing the *School Bus Rider Rules and Procedures*. A bus driver's failure to enforce the rules and procedures should be reported immediately to the *Office of Pupil Transportation Director*.

For the latest Saipan School Zone List, please visit:

<https://www.cnmipssoare.org/district/departments/office-pupil-transportation/school-zone-list>

Please note that bus transportation is only provided for students whose residence is within the school zone. Parents/guardians are responsible for their child's transportation to and from school if they are residing out of the school zone.

If you have any questions or concerns, please do not hesitate to call the Office of Pupil Transportation at (670) 322-9457.

PSS BUS RULES & PROCEDURES

Riding the school bus is a privilege and that privilege may be withdrawn for failing to comply with the bus rider rules.

Before Loading

1. Be on time at the designated school bus stop in order to keep the bus on schedule. (At least 5 minutes before the scheduled arrival of the bus).
2. Stay off the road at all times while waiting for the bus.
3. Wait until the bus comes to a complete stop before attempting to enter.
4. Approach the bus stop with caution. Never cross behind a bus.
5. Respect people and their property while waiting for the bus.
6. Students will only be picked up at designated a.m. pick-up.

COVID19 Bus Boarding Procedures

1. Face masks are required.
2. Sanitize hands. Hand sanitizer dispensers will be mounted on the bus.

During the Ride

1. Keep all parts of the body inside the bus.
2. Refrain from eating and drinking on the bus.
3. Use of any form of tobacco, alcohol, or drugs will not be tolerated.
4. Assist in keeping the bus safe and clean at all times.
5. Keep in mind that loud talking, laughing, or unnecessary confusion diverts the driver's attention and could result in a serious accident.
6. Treat bus equipment as you would furniture in your own home. Damage to seats, etc., will be paid for by the offender/parent/and/or guardian.
7. Never tamper with the bus or any of the bus equipment.
8. Maintain possession of books, lunches, and other articles to keep the aisle clear. All carryon items must be held completely on the student's lap or be stowed completely under the seat.
9. Do not throw objects in or out of the bus.
10. Remain in your seat while the bus is in motion.
11. Refrain from horseplay and fighting on the school bus.
12. Be courteous to fellow students, bus drivers, and assistants.
13. Remain in the bus during road emergencies except when it may be hazardous to your safety. Wait for bus drivers instructions.
14. Students will only be dropped at designated p.m. drop-off.

Upon Leaving the Bus

1. If you must cross traffic, go at least ten (10) feet in front of the bus, stop, check traffic, wait for the bus driver's signal before leaving the bus stop.
2. Go home immediately, staying clear of traffic.
3. If you drop anything near the bus at the bus stop, do not try to pick it up. Wait until the bus has left the bus stop and traffic is clear.

Extracurricular Trips

1. The above rules apply to all trips under school sponsorship.

OTHER MUST READ POLICIES

1. Bus Misconduct Regulations
2. Kindergarten Transportation Policy

<https://www.cnmipss.org/k-12-schools/pupil-transportation>

****Please note: Sports equipment is not allowed on the bus.**

CNMI PSS PUPIL TRANSPORTATION MISCONDUCT REGULATIONS

All students in the CNMI Public School System who avail transportation services are subjected to policies and regulations designed to provide safe transportation. Any behavior which distracts the driver is considered a serious hazard to the safe operation of the bus, and as such, jeopardizes the safety of all passengers, the driver, and others. Please remember that riding the bus is a privilege, not a right. Such consequences of misconduct could result in your child being denied transportation. Furthermore, be advised that a student suspended from riding the bus is also prohibited from riding buses on eld trips and for other activities, and may therefore be denied the opportunity to participate on such trips. Suspension of bus riding privileges does not relieve parents of their responsibility of sending a child to school. It is imperative that your child follow these rules.

LEVEL I

Failure to remain properly seated, loud disruptive talking or yelling, Profanity, Failure to take assigned seat, Eating/drinking/chewing gum on bus, Bothering other passengers, Throwing objects on the bus, Crossing behind the bus, Continuously late to bus, Other, Possession of betel nut, lime, and/or tobacco.

LEVEL II

Sexual harassment or gestures, extending head or arm out bus window, Vandalizing property, Verbal abuse or bullying of another student, De ant behavior shown to bus driver or assistant, Spitting on or in the bus, Throwing objects at the bus, Other.

LEVEL III

Lighting matches/lighter on bus, Throwing objects from the bus, Physical assault on another student, Verbal abuse of or physical assault on driver or assistant, Smoking on the bus, Activating or tampering with emergency equipment, Weapon, simulated weapon, rearm, destructive device or dangerous instrument (on bus or at the bus stop), damaging bus (will require parents to pay for repairs before resuming bus services or 4 months bus suspension). Drugs and/or alcohol.

Students will be given warnings for LEVEL I offenses. LEVEL II and LEVEL III will not receive warnings.

Minimum Consequences

LEVEL 1	<i>First Offense</i> — Conference with student, Parent signs and returns ticket
	<i>Second Offense</i> — Conference with parent (telephone or in person) and student (If parent fails to attend a scheduled conference, then student will receive a 3-day suspension of bus riding privileges — same as third offense), Parent signs and returns ticket
	<i>Third Offense</i> — 3-day suspension of bus riding privileges, Conference with parent (telephone or in person) and student (if parent fails to conference, then student will remain suspended until parent conference, but not for less than 3 days), Parent signs and returns ticket
	<i>Fourth Offense</i> — 7-day suspension of bus riding privileges, Conference with parent (telephone or in person) and student (if parent fails to conference, then student will remain suspended until parent conference, but not for less than 7 days), Parent signs and returns ticket
	<i>Fifth Offense</i> — 30-day suspension of bus riding privileges, Conference with parent (in person) and student (if parent fails to conference, then student will remain suspended until parent conference, but not for less than 30 days), Parent signs and returns ticket
	<i>Sixth Offense</i> — Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater, Parent signs and returns ticket
LEVEL 2	<i>First Offense</i> — 5-day suspension of bus riding privileges, Conference with parent (telephone or in person) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not less than 5 days), parent signs and returns ticket
	<i>Second Offense</i> — 10-day suspension of bus riding privileges, Conference with parent (telephone or in person) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not less than 10 days), parent signs and returns ticket
	<i>Third Offense</i> — 30-day suspension of bus privileges, Conference with parent (in person) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not less than 30 days), Parent signs and returns ticket
	<i>Fourth Offense</i> — Suspension of bus riding privileges for remainder of school year or for 4 months (carried over to next school year), whichever is greater, Parent signs and returns ticket

First Offense — 10-day suspension of bus riding privileges, Conference with parent (in person) and student (if parent fails to conference, then student will remain suspended until parent conferences, but not less than 10 days), Other District/Legal action as deemed appropriate, Parent signs and returns ticket

Second Offense — 30-day suspension of bus riding privileges, Conference with parent (in person) and student (if parent fails to attend a scheduled conference, then student will remain suspended until parent conference, but not less than 30 days), Other District/Legal action as deemed appropriate, Parent signs and returns ticket

Third Offense — Suspension of bus riding privileges for remainder of school year, Parent signs and returns ticket

KINDERGARTEN TRANSPORTATION POLICY

The Office of Pupil Transportation recommends that all students from Kindergarten to Grade 3 be accompanied to/at the bus stop for safety reasons. Kindergarten students must be attended to at the bus stop by a responsible family member.

If your child is not using transportation in the morning, afternoon, or both, please fill out the Do Not Ride form and return it to your school's office. By filling out the Do Not Ride form, you remove the risk of your child being put on the bus incorrectly. You can opt back on to the bus by filling the form out again, stating you now require busing. The form can be obtained from your child's school, PSS website, or Pupil Transportation Office (OPT).

Morning Bus Trip to School Protocol

Parent Responsibility

Parents Must:

1. Kindergarten students must be accompanied to the bus stop every day by a parent, caregiver or appropriately aged sibling, until the bus driver checks off your child on the bus attendance list.
2. Parents are responsible for their child while waiting at the bus stop
3. Students must be at bus shelter by 6:55 am

School Responsibility

Schools Must:

1. Kindergarten students must be accompanied to the bus stop every day by a parent, caregiver or appropriately aged sibling, until the bus driver checks off your child on the bus attendance list.
2. Parents are responsible for their child while waiting at the bus stop
3. Students must be at bus shelter by 6:55 am

Driver Responsibility

Drivers Must:

1. The driver must ensure that the student boarding the bus is on the passenger list. If students do not appear on the list, take the child to school. Leave no student behind, but let the school staff know they need to be on the list to board the bus in the afternoon.
2. Seat Kindergarten students in front of the bus.

Afternoon Trip Home from School

Kindergarten students must be met at the bus stop in the afternoon. It is a requirement for the parent, caregiver or appropriately aged sibling to come to the bus door and ask for the child by

name in order to promote a safe dismissal.

Parent Responsibility

All kindergarten students are to be met by a parent, caregiver or appropriately aged sibling at the door of the school bus. An appropriate aged sibling is determined by the parent/guardian. Please note that if your child is not met by the designated person for pick up, they will be returned to their school.

Parents, caregivers or appropriately aged siblings who normally meet a child at a bus stop should make alternate arrangements to have another responsible person meet the child if they are unable to be present at the drop-off time. Driver will record the person's name and relationship to the child before releasing.

Parents or guardians must acknowledge that failure to adhere to these procedures may result in the withdrawal of transportation privileges. Parents will need to go to their child's school to pick him/her up when they are not met at their designated bus stop.

School Responsibility

1. Kindergarten pupils transported home are to be identified by a reusable name tag. Name Tags will be distributed to kindergarten students by their school. These nametags are color coded to identify kindergarten riders. Name tags shall include school, parents name, emergency contact, and student photo. All Kindergarten students are put on the bus by school staff according to their color coded Kindergarten Tag.
2. The school is responsible for getting the children onto their correct bus.
3. Kindergarten tags should be worn at all times during the bus ride, so that they are visible to the driver.
4. Kindergarten students will be the first students to be loaded(school) and the last to be dismissed on the bus.
5. Schools are asked to train their Kindergarten students about best practices for riding the school bus. A list can be found at the school's main office.
6. When a child is not met at the bus stop, the bus will return the child to their school after completing the route. Should the school be unable to take the child, the driver will deliver the child into the care of the Department of Youth Service.

Driver Responsibility

1. Kindergarten students should be discharged from the bus last, in order to promote a safe dismissal to their parent, guardian or designated person. Those waiting for an appropriately aged sibling should sit in their seat until the sibling is dismissed from the bus.
2. If a parent, guardian or designated person is not present to meet a Kindergarten pupil at the bus stop; The driver is to contact dispatch who will inform the school staff that the student is not being met and will be returned to the school. The driver will return the child to the school for parent pickup.

Parents and guardians are responsible for the safety and conduct of their children prior to pick-up and immediately following drop-off from school buses.

MEDIA & Technology Services

Technology in the classroom can be a useful and effective teaching method, when it is used appropriately. If it is misused in the classroom, it can be detrimental to the learning process. Please be responsible and use your discretion when choosing videos/multimedia for your lessons. All teachers and staff are expected to follow the following guidelines for multimedia usage in the classroom:

- Make sure that videos or other multimedia materials relate to what you are teaching. Lesson plans must include the video title to be used with the lesson.
- Discuss media before and after viewing. Allow the students to be actively involved in media usage.
- Non-instructional movies/media should not be shown in the classroom. We do not have the right to show entertainment movies to the students unless the lesson calls for it and the parents are informed.
 - If movies will be shown during classroom celebrations, the following steps need to be followed:
 1. Inform the principal of the celebration and the movie to be shown at least a week in advance.
 2. A letter explaining the celebration must be sent to parents at least a week in advance for parental permission. In the letter, teachers/staff must include the title of the movie and the rating. Accommodations need to be made for students who do not have permission to participate.
 3. Teachers/staff must collect and file the signed permission forms as documentation in case any concerns arise.
 4. Teachers need to preview the movie before showing it to students to be sure that it does not contain inappropriate language or scenes for young viewers.
**Horror films are not to be shown under any circumstance.
- Computers/technology should be utilized for instruction, not entertainment. Technology usage must be reflected in the lesson.

STUDENT INTERNET ACCESS

1. The PSS acceptable use policy, set forth, will govern all use of the PSS-ESN. The student code of conduct will also govern student use of the system. Employee use will also be governed by (PSS policy, collective bargaining agreement).
2. Classroom Accounts. Elementary age students will be granted email access only through a classroom account. Elementary students may be provided with an individual account under special circumstances at the request of their teacher and with the approval of their parent(s). An agreement will only be required for an individual account, which must be signed by the student and his or her parent(s). Parents may specifically request that their child(ren) not be provided access through the classroom account by notifying the PSS in writing (or whatever procedure the PSS uses for other permissions).
3. Students will have email access only under their teacher's direct supervision using a classroom account. Students may be provided with individual email accounts under special

circumstances, at the request of their teacher and with the approval of the school principal and the student's parent/ guardian.

4. You and your parent/guardian must sign an account agreement to be granted an individual email account on PSS-ESN. The agreement will not exceed a year in duration, but may be renewed on an annual basis. Your parents can withdraw their approval at any time.
5. If approved by your school principal, you may create a personal web page on PSS-ESN. All material placed on your web page must be pre-approved in a manner specified by the school. Material placed on your web page must relate to your school and career preparation activities.

(c) Parental Notification and Responsibility

1. The PSS will notify the parents about the PSS network and the policies governing its use. Parents must sign an agreement to allow their student to have an individual account. Parents may request alternative activities for their child(ren) that do not require internet access.
2. Parents have the right at any time to investigate the contents of their child(ren)'s e-mail files. Parents have the right to request the termination of their child(ren)'s individual account at any time.
3. The PSS acceptable use policy contains restrictions on accessing inappropriate material. There is a wide range of material available on the internet, some of which may not be fitting with the particular values of the families of the students. It is not practically possible for the PSS to monitor and enforce a wide range of social values in student use of the internet. Further, the PSS recognizes that parents bear primary responsibility for transmitting their particular set of family values to their children. The PSS will encourage parents to specify to their child(ren) what material is and is not acceptable for their child(ren) to access through the PSS-ESN.
4. (Optional, if dial-up access is provided) Parents are responsible for monitoring their student's use of the internet when they are accessing the system from home.

*****This handbook does not include the full section of the Regulations. Please access the full regulations at www.cnmilaw.org***

MEDIA Coverage & Release; FERPA Policy

Permission to have their child's photos and academic standings in the school published is included in the Online Student Registration Application. Teachers are responsible for knowing which of their students have consent to release media.

BOE POLICY: FERPA

Students: Form 2420: Students Educational Records
FERPA Educational Rights Annual Notification

To All PSS Parents:

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (eligible students) certain rights with respect to the student's education records.

They are:

1. The right to inspect and review the student's education records within 5 days of the day the PSS receives a request for access. Parents or eligible students should submit to the school principal a written request that identifies the record(s) they wish to inspect. The principal will make arrangements for access and notify the parents or eligible students of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parents or eligible students believe are inaccurate or misleading. Parents or eligible students may ask the Public School System to amend a record that they believe is inaccurate or misleading. They should write to the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading.

If the PSS decides not to amend the record as requested by the parent or eligible student, the PSS will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent.

One exception that permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the PSS as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the PSS has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks.

A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the PSS may disclose education records without consent to officials of another school district in which a student seeks or intends to enroll.

4. Upon request, parents are entitled to a copy of the complete Board policies and regulations regarding student records. Please contact the principal for a copy.
5. The right to file a complaint with the U.S. Department of Education concerning alleged failures by the PSS to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue S.W.
Washington, D.C. 20202-4605

EMERGENCY Signals & Procedures

EMERGENCY SIGNALS

Bell signal/sounds will indicate the type of emergency or drill:

- **Fire - Continuous bell** (20 seconds on/2 seconds off)
- **Earthquake /Tsunami (Disaster)** - (10 seconds on/5 seconds off)
- **Lockdown – Short bell intervals** (2 seconds on/2 seconds off)

LOCKDOWN



1. Alert the Administration office if you notice anything suspicious.
2. Remain calm.
3. When signaled to lockdown, students should remain in their classrooms with their teacher at all times.
4. Direct students to a position out of the line-of- sight of doors and windows.
5. Check outside of the classroom/office door (i.e., walkways) for nearby students, and move them into classrooms.
6. Close and lock all doors and windows.
7. Cover door window and close window blinds/curtains (if applicable).
8. Turn off room/office lights and remain quiet.
9. Take attendance and report it to the principal/ designee (including missing or additional students).

****If an evacuation is directed and a correct passcode is provided, teachers will guide their students to the designated safe area.**

- Take attendance records and emergency cards before exiting the building.
- Students are not allowed to take anything with them.
- Teachers must be the last person to leave the classroom.
- Leave doors unlocked, DO NOT touch light switches.
- Assemble in the designated safe area. (Default safe area is our Fire Evacuation assembly area unless directed otherwise)
- Take attendance as soon as possible and report missing students to the person in charge of your building.
- Do not leave students unattended.
- Proper Authorities will be called to investigate.
- Classes will resume only when the proper authorities declare the campus safe for everyone. Otherwise, students will be sent home to ensure safety.

FIRE



Fire drill procedures and fire safety precautions will be held throughout the school year for all students, teachers, and staff.

School Fire Emergency Procedures:

1. Listen for a long, continuous ringing from the school bell system.
2. Evacuate your students in an orderly fashion to the evacuation assembly area north of Building D, unless otherwise instructed.
3. Turn off lights, fans, and UNLOCK doors, but close them on the way out.
4. Take your roster /emergency cards with you.
5. Conduct a head count at the assembly area.
6. Report headcount to principal or administrator.
7. Principal or administrator will inform you when it's safe to return to class.

Principal will

1. Sound the alarm and call 911.
2. Make sure that everyone is evacuated from the building according to plan within a 3-5 minute span.
3. Perform a head count and report to the Fire Department Official.

EARTHQUAKE



Stand under a strong doorway, get under a table, desk or heavy furniture or stand against a wall in the center of the building. Keep away from windows, shelves, heavy objects, and furniture that may fall, and outside doors. Remain there until the earthquake is over. Keep yourself and students calm and orderly. Follow this procedure in the classroom, library, or cafeteria.

Indoor Earthquake Procedures: "Drop and Cover"

1. Turn away from windows.
2. Crouch under a desk or table and put both hands on the back of your neck and tuck your head down.
3. If the desk or table moves, hold the legs and move with it.
4. After the ground stops shaking, it is time to evacuate the building to the evacuation assembly area north of Building D. Teachers will instruct students what to do and where to go.
5. Classes will resume only when proper authorities declare the campus is safe.

****If an earthquake lasts for more than 30 seconds, there is a risk for a possible local tsunami warning. Everyone on campus will need to follow the school **Tsunami Procedures**.**

During an earthquake, teachers will:

1. Direct students to take cover. Follow the “Drop and Cover” procedure above.
2. Talk calmly to students.
3. Review procedures for evacuating your classroom.
4. When shaking stops, evacuate the building with your students and roster to the evacuation assembly area north of Building D.
5. Conduct a head count and report to the administrator.
6. Remain at the designated evacuation area until the administrator gives an all clear signal.
7. Report any injury or structural damages immediately.

Note: Do not stack things high on shelves because they may become a hazard if they were to fall on someone during an earthquake.

Outdoors Earthquake Procedures

Stay away from buildings, poles, wires, and windows. Lie down or crouch low to the ground. Keep looking around to be aware of dangers that may demand your movement away from where you take shelter.

TSUNAMI



Shifts in the ocean floor can create shock waves that travel through the water at several hundred miles per hour in many directions and across thousands of miles. The shock waves also known as tsunami can create a high wall of sea water as it reaches shallow areas, especially around islands that can cause loss of life and extensive property damage to low lying areas adjoining the shore lines.

A tsunami alert is given from the CNMI Emergency Office and the Office of the Governor when this phenomenon threatens the CNMI. The COE alerts the schools and precautions are taken to safeguard children and personnel if schools are in session. Generally, the procedure is an orderly evacuation of students and personnel to “high grounds” away from the shorelines.

Types of Tsunamis:

- **Local Tsunami** is generated locally in the Marianas, and therefore, we don't have enough time to disseminate warnings to the general public. If we feel a strong earthquake that we cannot withstand the shake, we wait till the shaking stops and then move quickly to higher ground. Response or evacuation time is 5 to 30 minutes.
- **Regional Tsunami** is generated in our region, such as Japan, Philippines, or New Zealand. Response or evacuation time is 1 to 3 hours. There is time to warn or evacuate the general public.
- **Tele-Tsunami** is generated in distance, such as Hawaii, Chile, California or Alaska. Response or evacuation time is 4 hours and up. There is ample time to warn or evacuate the general public
- **Tsunami Watch/Warning Evacuation**

Schools that have been identified as low-lying areas have been identified as 1st priority schools. They include GTC Elementary, Tanapag, William S. Reyes, Hopwood Jr. High, San Antonio, Seventh Day Adventist, Calvary Christian, Sister Remedios, Mount Carmel School, and Saipan Community School. Schools on flat grounds not identified as low lying areas are


identified as 2nd priority which includes Marianas High, Oleai, and Garapan Elementary. Schools on high grounds are identified as 3rd priority which includes Koblerville, San Vicente, Grace Christian Academy, and Marianas Baptist Academy.

Buses will be stationed at each designated First Priority School site and at the drop off point. GTC's evacuation site is **the San Roque Church parking lot.**

****However, schools should not wait for buses to begin evacuation. Schools should begin evacuating. Students can load buses en route to the evacuation site. GTC's evacuation site is the San Roque Church parking lot.**

In the event that a Tsunami Watch or Warning is given, evacuation for GTC is immediately activated. ALL CLASSES WILL BEGIN WALKING/EVACUATING TO HIGHER GROUND. If available, PSS Bus Dispatcher will dispatch two buses for GTC Elementary School. However, schools should not wait for buses to begin evacuation. Schools should begin evacuating. Students can load buses en route to the evacuation site. Kindergarten through 2nd grade students will be prioritized when loading available buses. The buses will transport students to **the San Roque Church parking lot.** Parents are then to pick up students at the evacuation site.

Tsunami Procedures

1. Remain calm.
2. Take attendance records and emergency cards while exiting the building.
3. **Keep all doors unlocked** as you leave the building.
4. Teachers will guide their students to the Fire Assembly Area (grass parking space near Bldg. D) for the initial student count. If all students are accounted for, teachers will then begin to evacuate students along the route to the safe zone (San Roque Church parking lot). Classes should be in two lines with their teacher/staff member at the front of the line.
GTC staff and teachers should guide their students to walk along the sidewalk toward the San Roque Church parking lot. All staff should wear vests to help keep their students safe along the way. Should assistance or medical attention be needed along the route, the closest staff member should wave their vests in the air as a signal for needing help.
- ***PARENTS SHOULD NOT COME TO THE SCHOOL CAMPUS TO PICK UP STUDENTS. THEY MAY MEET THEIR CHILD AT THE EVACUATION SITE (SAN ROQUE CHURCH PARKING LOT)**
5. Assemble in a line by class at the safe zone and have your green/red cards ready for the student count.
6. Take a count as soon as possible  report missing students to the person in charge of accounting.
7. Do not leave your students unattended.
8. Students may be released to their parent/guardian or authorized person for pick-up noted on their emergency cards.

****Classes will resume only when the proper authorities declare the campus safe for everyone. Otherwise, students will be sent home to ensure safety.**

TYPHOON/TROPICAL STORM

The typhoon procedures for the Public School System are as follows:

Typhoon/Tropical Storm Conditions

- a. **Condition 4** Normal weather conditions
- b. **Condition 3** Typhoon winds of 65 mph or more are anticipated within 48 hours.
- c. **Condition 2** Typhoon winds of 65 mph or more are anticipated within 24 hours.
- d. **Condition 1** Typhoon winds of 65 mph or more anticipated within 12 hours.

Condition 3

School will remain OPEN and PSS school buses will continue to operate on their usual schedule as long as condition III is in effect.

Condition 2

If Condition II is announced while school is in session, students will be dismissed upon the Principal's instruction. As soon as buses are on campus, the faculty and staff will begin securing the buildings/classrooms.

Staff Procedure for Condition 2

How to secure your rooms in case of a Typhoon or Tropical Storm:

- ☐ Unplug ALL electrical equipment (except for wireless routers).
- ☐ Be sure your AC unit is switched OFF.
- ☐ Secure and move all electrical equipment away from windows or doorways, especially TOWs
- ☐ If you have desktop computers, cover them with large trash bags (Ask office if needed). Save trash bags in case needed in the future.
- ☐ Clear floor areas near windows or doorways in case water seeps through.
- ☐ Place books, supplies, student records, report cards, lesson plans etc. in a safe part of your classroom and protect them with plastic bags.
- ☐ Be sure all doors and windows are locked before leaving

****Non-certified personnel will remain on duty unless otherwise instructed by the Commissioner or Principal.**

If **Condition 2** is announced while school is not in session, school will remain closed. However, employees may be asked to report to school immediately to secure assigned rooms and other necessary duties assigned by the Principal.

Condition 1

Stay under shelter and carry out recommendations of the Director of the Emergency Management Office. All staff are advised to listen and follow instructions issued via radio or other media relative to school matters. **CLASSES CANCELED FOR EVERYONE.**

SCHOOL WELLNESS Policy

To ensure that we meet our Binadu Goal, “G – grow strong and healthy in body and mind”, we are implementing a Healthy Snack and Beverage Policy along with the BOE implementation of the Wellness Policy. Having a healthy snack policy can create and promote healthy habits and behaviors in children. Water and healthy snacks are important for providing children with nutrients to support growth, fitness and learning. This is particularly important in the CNMI, where a high percentage of children are considered overweight or obese.

As parents we know you take pride in providing a healthy environment at home. Therefore, we ask that you assist us in providing the same care for your child at our school by providing your child/children with healthy snacks and beverages. We also encourage you to send your child/children to school with a clean, refillable water bottle daily. As much as possible, students should fill the bottle at home and/or prior to coming to school. See below for ideas and a list of encouraged and discouraged snacks and beverages.

Beverages that can be brought from home...what are encouraged?

- Water
- Low-fat milk or skim milk
- 100% Juice or Freshly-made Juice

Snacks and Beverages...what are NOT allowed?

- Regular or diet sodas
- Sports drinks
- Sweetened or flavored iced tea or milk tea
- Drinks that contain less than 50% real fruit juice
- Any sugar-sweetened beverage
- Caffeinated beverages
- Any type of candy

Teachers & Staff will enforce the “Healthy Snacks Policy”

***Snacks such as candies, potato chips, sugar-sweetened beverages like Hi –C, Kingcar and other unhealthy products will not be allowed as school snacks. Students with unhealthy snacks will be asked to put them away until after school or confiscated by the teacher. Confiscated snacks can be retrieved after school.









All Teachers & Staff will:

- Model healthy snack and beverage consumption whenever working with the children;
- Encourage fruits and vegetables as the primary snacks and water as the primary beverage;
- Educate students and parents about the importance of practicing a healthy lifestyle

The teachers and staff at GTC care about the children and believe that they have a responsibility to help children establish and maintain lifelong, healthy eating patterns. Let's work together to ensure that our students practice a healthy lifestyle early on in life. The link between nutrition and learning is well documented. Healthy eating patterns are essential for students to achieve their full academic potential, full physical and mental growth, and lifelong health and well-being.

HEALTHY SNACK RECOMMENDATIONS

Fruits & Vegetables	Whole Grain	Other
Banana	Whole grain crackers (Triscuit, multi-seed, whole grain rice crackers)	Hard boiled eggs
Celery (good with peanut butter and raisins a.k.a. "Ants on a Log")	Popcorn	Garbanzo beans
Ripe mango	Oatmeal (served warm in a thermos if packing for school)	Cheese (cubes or sticks...with or without crackers)
Grapefruit	Whole grain toast	Low-fat Yogurt
Ripe papaya	Nuts & seeds	Baked chips
Star fruit	Peanuts	Sugar-free Jello
Water melon	Cashews	Peanut butter & banana on whole wheat
Edamame 	Almonds	
Cucumber slices	Pecans	
Bab carrots	Walnuts	
Jicama	Pistachios	
Cherry tomatoes	Sesame seeds	
Olives	Pumpkin seeds	
Raw broccoli	Nut trail mix including dried fruit	
Raw cauliflower (good with ranch dip)	Granola bars (around 150 calories)	
Tangerines and oranges 		
Apples		

PSS HEAD LICE Policy

To ensure that the CNMI Public School System children are provided with a healthy and clean environment, PSS classrooms shall be kept lice free. Support and education shall be given to all families to help prevent spreading of lice. No person, adult, or child shall attend school with lice or nits.

No person (adult or child) shall attend classes if that person has head lice or nits.

- a. Clearance for admissions into the classroom must be issued by the school administrator after the student's hair is physically checked by the designated school personnel or school administrator.
- b. Accumulated absences after two days "release-time" from school shall be counted as unexcused absences. Parents/Guardians are encouraged to address the head lice problem immediately upon notification from the school.
- c. Excessive or continuous referrals for head lice may result in further action as a safeguard and protection for the child's health and welfare.

Head Lice Checks:

- a. Trained staff shall check all students at enrollment to ensure that they begin classes lice free.
- b. All students shall be checked at a minimum monthly or as need arises.
- c. When any student attending PSS is found to have head lice, students within close proximity with the affected student must be checked for lice to minimize spreading.

Exclusion from Class:

- a. Students or adults with lice or nits shall not be allowed to attend class.
- b. Staff and volunteers shall handle cases of head lice with respect and care so as not to embarrass anyone. Students should not be belittled for having lice or nits.
- c. Upon discovery of lice/nits on a student, the teacher or designated person shall contact the parents/guardians, to pick the child up from school. The child should avoid physical contact with other students while waiting to be picked up from school by his or her parents/guardians.
- d. Parents/guardians shall be offered guidance and/or recommendations for obtaining lice treatment and instructions on treatment and cleaning of their home environment.
- e. Parents/guardians need to bring the students to the school main office for clearance before reporting back to class.
- f. Students shall be allowed to resume classes when found to be nit/lice free. A clearance notification from the school main office shall allow a student to resume classes.

Head Lice Treatment and Prevention:

All parents/guardians shall be provided the following information:

- a. How to tell their child about head lice and why it needs to be treated.
- b. The use of shampoo for head lice following instructions and cautions on the package
- c. The use of lice comb to completely remove all lice and nits
- d. Wash all linens, clothing, and hair accessories of the infected individual. Do not share towels or beds.
- e. Items that cannot be washed should be put in a sealed plastic bag for 14 days.
- f. Vacuum all carpets, upholstery and mattresses thoroughly.
- g. Clean combs and brushes in hot water.
- h. Repeat shampoo on non affected family members. The shampoo does not prevent lice infestation and is an insecticide and should only be used when needed.
- i. Animals do not carry head lice and do not need treatment.

PSS CHILD ABUSE & NEGLECT *Reporting Policy*

Standard Operating Procedure: Child Abuse & Neglect Reporting

Purpose

1. To ensure the safety and protection of all students and to guide school personnel as mandated reporters, in the procedures for reporting suspected child abuse (neglect, physical, sexual).
2. To establish clear guidelines for all involved agencies in the response to Child Abuse & Neglect reporting.

Scope and Responsibilities

It is the policy of the CNMI Public School System that any person who has reasonable suspicion that a child is a victim of abuse or neglect has the duty to report, therefore all PSS employees are considered mandated reporters.

1. All program or school administrators (Principal/Program Director) shall identify a School Liaison Officer.
2. School Liaison Officers and Principals or Program Directors are responsible for notifying authorities of Child Abuse & Neglect (CAN) and submitting an official CAN Report to the Commissioner of Education. All written reports shall be sent to the Commissioner within 24 hours.
3. The Commissioner shall report to the Board of Education, all Child Abuse & Neglect incidents and shall also submit to the Board periodic statistical reports on the number and types of incidents occurring in centers and schools.
4. The Department of Public Safety (DPS) is responsible for the criminal investigation of Child Abuse & Neglect reports from schools.
5. The Division of Youth Services (DYS) is responsible for the forensic interviewing of students reported to be abused or neglected.

Procedure for Reporting Child Abuse & Neglect

1. When a school employee has reason to suspect that a student has been or may be subjected to abuse, molestation, or neglect **(through volunteered disclosure by the student and not probing questions)**, the school employee must immediately coordinate with the School Liaison Officer (SLO) and/or their Principal/Program Director, to report the incident to DPS and DYS.
 - a. If the disclosure confirming suspected abuse occurs during a school counseling session, the school counselor will refrain from asking further questions that may constitute interviewing/investigating.
2. The SLO or Principal/Program Director will call the appropriate authorities:
 - a. In the case of abuse, a call will be made first to DPS and immediately afterwards, to DYS.
 - b. In the case of neglect, a call will be made first to DYS and if warranted, to DPS.
 - c. DPS will be responsible for taking the initial report from the SLO or Principal/Program Director and issuing a blue card stating the case number, case type, date and time of report, responding officer's name and badge number.
 - d. DYS will be responsible for interviewing the student and contacting the parent/guardian of the student. A child may be in distress after reporting abuse or neglect, therefore it is important for the school counselor, SLO or Principal/Program Director to provide the student with support before forensic interviewers arrive.
 - e. Upon clearance from DYS, school officials may also contact parents/guardians.
3. The principal shall inform the Commissioner/designee of the incident after contacting

authorities. Completed Child Abuse and Neglect Form (CAN) shall be forwarded to the Commissioner/designee and the Legal Counsel within 24 hours of reporting the incident. A copy remains in a separate file at the school.

4. DYS will provide an update to the Principal/SLO of placement arrangements, if any, through a school notification form. Principal/SLO will assist and ensure the student is afforded cluster care services to ensure his/her mental, social, emotional, and academic well being.

CAN records should be kept with SLO (if SLO is not an administrator, the files should be kept with the Principal, secure in an administrator's office. Electronic records should be kept in a password protected file by an administrator with access only to the SLO.

When a PSS employee is the alleged perpetrator of abuse, molestation, or neglect, the following procedures shall apply:

1. Upon learning that an allegation of misconduct has been made against a PSS employee, the employee shall immediately be dismissed from campus and be placed on administrative leave. The employee's direct supervisor will write a letter to the employee stating the allegation made against them and that they will remain on administrative leave until such time as a full investigation is completed.
2. As PSS policy dictates that only a certified forensic interviewer should interview a student, PSS has limited tools in conducting its own investigation. Consequently, PSS must wait for DYS and/or DPS to complete its investigation. The direct supervisor should maintain contact with both agencies in order to receive the report.
3. If the report indicates that there is evidence of misconduct by the employee, the direct supervisor must decide what discipline is warranted.
4. If termination is warranted, the direct supervisor must write a letter to the employee stating the following:
 - a. Cite the regulation(s) violated
 - b. Explain the evidence against the employee
 - c. State that the employee is being terminated
 - d. State that the employee is entitled to a pre disciplinary with the COE within 10 days of receiving the termination notice. This hearing may be waived by the employee and if waived, the employee is simply terminated without a hearing. If an employee desires a hearing they must communicate this to their direct supervisor.
5. Once the termination notice is delivered to the employee, forward a copy to the COE and legal counsel.
6. If the employee desires a pre-disciplinary hearing, inform the COE and legal counsel and the COE's office will schedule a time directly with the employee.
7. An employee being served a termination letter remains on administrative leave up until they have a pre-disciplinary hearing. If the COE affirms the decision to terminate the employee, the employee will no longer receive administrative leave but may take annual leave. An employee may appeal the COE's decision to the Board of Education.

Information to be included in CAN reports:

1. Name of person completing the CAN Report: Name, Position, Date
2. Student Information: Name, address, gender, date of birth
3. Name of individual reporting the incident to the SLO or Principal/Program Director, or whether the individual wishes to remain anonymous.
4. Date, time and place of the incident being reported if disclosed.

5. Nature and extent of the abuse or neglect if disclosed.
6. Date and time of parent/guardian notification if notified.
7. Parent or guardian information.
8. Name and contact of DPS & DYS officials receiving the report and conducting the forensic interview.

References

Board of Education Policy: § 60-20-472, §60-20-910 Reporting Student Abuse
Title 6: Crimes and Criminal Procedures, Division 5: Juvenile Justice

Definitions

- (1) Commonwealth law, 6 CMC §§ 5313, et seq., mandates certain professionals, including school teachers and school officials, to report to the Department of Public Safety (DPS) when the professional knows or has **reasonable cause to suspect** that a child is abused, neglected or sexually molested by any person in a manner which harms or threatens to harm the child's physical or mental health and well-being. This notification shall be within twenty-four hours.
- (2) **Child abuse** is defined in CMC § 5312 as a willful and intentional act causing any physical pain or injury, sexual abuse or mental distress inflicted on a child under the age of 18, who is in the person's custody or which the person occupies a position of authority with the result that the child's physical or mental health and well being are harmed or threatened, excluding reasonable and traditional discipline as determined by prevailing community and cultural standards.
- (3) **Neglect** is defined in CMC § 5312 as the failure to provide a child under the age of 18 who is in the person's custody or which the person occupies a position of authority, with adequate supervision, medical care, food, clothing or shelter with the result that the child's physical or mental health and well being are harmed or threatened.
- (4) **Molestation** includes all exhibitionism, sexual contact, and sexual exploitation as set forth in 6 CMC § 1311 and 6 CMC §§ 1321, et seq.

SCHOOL ATTENDANCE Policy

SPECIAL ATTENDANCE CODES

Special Attendance Codes approved for Remote and Blended Learning

Special Code	These codes are applicable to all modes of instructional delivery.
Blank (Present)	<ul style="list-style-type: none"> • Leave attendance code blank for students who attend in-person classes. • Leave attendance code blank for students who attend virtual synchronous classes. • Leave attendance code blank for students who complete assigned work on time during asynchronous instructional days. For example, a student must submit assigned work on time during asynchronous instructional days to be considered present.
AE (Absent - Excused)	<ul style="list-style-type: none"> • Enter AE attendance code for students who are absent from in-person classes with a valid excuse. • Enter AE attendance code for students who are absent from virtual synchronous classes with a valid excuse. • Enter AE attendance code for students who do not complete their assigned work on time during asynchronous instructional days with a valid excuse. For example, students will be marked as "Absent - Excused" for not completing their assigned work due to extenuating circumstances.
AU	<ul style="list-style-type: none"> • Enter AU attendance code for students who are absent from in-person classes without a valid excuse. • Enter AU attendance code for students who are absent from virtual synchronous classes without a valid excuse. • Enter AU attendance code for students who do not complete their assigned work on time during asynchronous instructional days without a valid excuse.
TE	<ul style="list-style-type: none"> • Enter TE attendance code for students who are tardy to in-person class with a valid excuse. • Enter TE attendance code for students who are tardy to virtual synchronous classes with a valid excuse. • No tardy codes for asynchronous instructional days.
TU	<ul style="list-style-type: none"> • Enter TU attendance code for students who are tardy to in-person class without a valid excuse.

- Enter TU attendance code for students who are tardy to virtual synchronous classes without a valid excuse. No tardy codes for asynchronous instructional days.

- All asynchronous attendance for the week should be submitted on Mondays (or first day of the week) by 12pm. This will allow students time during the week to complete the posted assignments as discussed at our previous staff meeting. We need to give students and families time, especially for working families who assist their children. This way, the office can receive attendance all at once and teachers won't need to keep resubmitting.
- For example, asynchronous attendance for the week of Feb. 2-5 should be submitted on Monday (Feb. 8) at 12pm. Please use the codes in the table above.

Present: A student is “present” or “attending” if they are attending an instructional program approved by the state, district, and/or school.

Absent Excused: An Excused absence is absence necessitated because of illness or death in the family, or absence with the written approval of parent/guardian when such approval is not inconsistent with the academic needs of the student as determined by the principal (§ 60-20-420(a)).

Absent Unexcused: Unexcused absences are those which are not excused. They may generally be categorized as being of such a nature that prudence would have avoided or precluded the absence. Suspensions and expulsions are considered unexcused absences (§ 60-20-420(b)).

Tardy - Excused: The term tardy is defined as being late to school, class or an activity with or without permission of parent/guardian. A student is considered tardy if he/she arrives after the designated time of the class or activity, regardless of how late the student is (§ 60-20-420 (f)(1)).

Tardy - Unexcused § 60-20-420 (f) Tardiness

- ❑ (1) The term tardy is defined as being late to school, class or an activity with or without permission of parent/guardian. A student is considered tardy if he/she arrives after the designated time of the class or activity, regardless of how late the student is.
- ❑ **(2) A student who misses more than half of a class or activity shall be considered absent for the entire class or activity.**
- ❑ (3) For secondary school students, every third unexcused tardy shall be considered one unexcused absence within the term/semester the tardies occurred.
- ❑ (4) For elementary school students, every third unexcused tardy of 10 minutes or greater shall be considered one unexcused absence within the term/semester the tardies occurred.

Number of Days Truant: (defined as “absent without valid excuse”; Public Law 16-47 states truancy as “5 days in one semester under block scheduling OR 10 days in one semester...without block scheduling”)

We cannot stress the importance of students being in school everyday, on time, if they are to achieve the greatest success in their work. Regular attendance is expected of ALL students. It is almost impossible to completely make up for everything that is missed due to absences. A typical school day is filled with learning that is not limited to books, i.e. group projects, discussions, and hands-on experiences. Paperwork can be made up, but the valuable learning opportunities are difficult to replicate. However, when children are sick, they should stay home from school. If your

child will be absent or tardy, please call the school between 7:30 – 8:30 A.M. Teachers are required to have attendance submitted through the school's database system no later than 8:00 a.m. The office should be making home calls by 8:30 a.m.

Parents should make every attempt to have their child at school on time. The tardy bell rings at 7:40 AM. (All scheduled bells are subject to change. If so, the tardy time is also subject to change.) This means that students should be in their classroom before that time--not just entering the building. Our day is scheduled and when a child is late, something is missed.

Every tardy and absence is recorded. In order for an absence or tardy to be considered excused, a parent or Doctor's note is required. However, a Doctor's note is required if a child has exceeded five (5) absences/tardies. **Students who are eating breakfast after the tardy bell are considered tardy for class.**

Below is GTC's agreed-upon process in tracking and reporting attendance.

0 - 3 ABSENCES/TARDIES

- Students with one to three absences or tardies are required to have a parent or doctor's note explaining their absence/tardy. Notes are to be submitted to your child's teacher, who will keep all documents for proper filing.
- Teachers are required to communicate with parents regarding their absences/tardies.
 - ◆ Document on the SARC Referral Form

5 - 9 ABSENCES/TARDIES

- The teacher must refer the student to a school administrator and a parent conference must be held to discuss the problem and to explain the Board regulations and any appropriate discipline alternatives under the following
 - (iii) For elementary schools, after the sixth tardy in a semester or the sixth unexcused absence in a semester.**
- Students who have between five to nine absences or tardies are required to have a Doctor's note explaining their absence. Notes are to be submitted to your child's teacher, who will keep all documents for proper filing.
- Parents are responsible for arranging make-up work with their child's teacher.
- Teachers are required to communicate with parents regarding their absences/tardies. Teachers will also document all communications with parents on the SARC Student Referral Form.
- A meeting will be arranged by the school administration to include the Principal or Vice Principal, Parent(s), Student, and Classroom Teacher to discuss the attendance issue and possible solutions. Parents will also be informed of the BOE Policy on Attendance through an Attendance Notice.
- If parent(s) do not attend the meeting, a home-visit will be arranged to include the Principal, Counselor, and Classroom Teacher.

10 - 14 ABSENCES/TARDIES

- Students who have between 10 to 14 absences or tardies are required to have a Doctor's note explaining their absence. Notes are to be submitted to your child's teacher, who will keep all documents for proper filing. Teachers will also document all communications with parents with parents on the SARC Student Referral Form.

- At this point, the Principal will report the student's attendance status to the PSS SARC (Student Attendance Review Committee) and to the Division of Youth Services (DYS).
- A meeting will be arranged by the school administration to include the Principal, Associate Principal, Counselor, Parent(s), Student, and Classroom Teacher to discuss, develop and sign an attendance contract between home and school. Parents will be reminded of the BOE Policy on Attendance.
- If parent(s) do not attend the meeting, a home-visit will be arranged to include the Principal/Vice Principal, Counselor, and Classroom Teacher.

15 - 19 ABSENCES/TARDIES

- Students who have between 15 to 19 absences or tardies are required to have a Doctor's note explaining their absence. Notes are to be submitted to your child's teacher, who will keep all documents for proper filing.
- A meeting will be arranged by the school administration to include the Principal, Associate Principal, Counselor, Parent(s), Student, and Classroom Teacher to discuss the student's attendance contract between home and school. Parents will be reminded of the BOE Policy on Attendance. Document on SARC Student Referral Form.
- Principal will update the student's attendance status to the PSS SARC (Student Attendance Review Committee) and to the Division of Youth Services (DYS).
- If parent(s) do not attend the meeting, a home-visit will be arranged to include the Principal/Vice Principal, Counselor, and Classroom Teacher.
- Another Attendance Notice from the office will be issued for parent signature.

20 OR MORE ABSENCES/TARDIES

- At this point, the school administration will update the student's attendance status to the PSS SARC (Student Attendance Review Committee) and to the Division of Youth Services (DYS).
- BOE policy states that "Elementary school students with 25 or more absences in a school year will not receive credit and will not be promoted, unless an exemption is granted by the Commissioner."

Please see the Attendance Tracker on the next page.
Every student should have a copy in their School-Home Folder.



Commonwealth of the Northern Mariana Islands
PUBLIC SCHOOL SYSTEM

Gregorio T. Camacho Elementary School

"Home of the Deer"

• Tel: (670) 664-3400/237-3121 Fax: (670) 664-3410 • PO Box 501370 Saipan, MP 96950 •

Principal: Raena B. Camacho

Vice Principal: Melisa D. Mendez



ATTENDANCE TRACKER – SY 2022-2023

Dear GTC Parents/Guardians,

We are looking forward to a great year with students ready to learn every day. GTC Elementary School is committed to providing quality education for all students. We believe that students can make consistent progress towards their academic goals through regular school attendance.

Our school-wide goal is that every student in our school attends regularly and has nine or fewer absences in a year. Please send your child to school every day unless he or she has a contagious illness or is running a fever.

We have included a table below to help keep track of your child's absences. Each time your child is absent, log down the date and reason. Please know this does not count as an excuse note. It is for parents to visually see and track their child's absence.

If your child is at risk of missing too many days, please work with the teacher and school administration on a plan to get them back on track. Teachers will be monitoring each student's attendance throughout the school year and will work with families when the number of absences puts a student at risk. Feel free to call our office at 664-3400 / 237-3121 or email our Vice Principal at melisa.mendez@cnmipss.org

Thank you for your support and partnership!

Your partner in Education,

Mrs. Raena B. Camacho

	Date	Reason
Absence 1		
Absence 2		
Absence 3		
Absence 4		
Absence 5		
Absence 6		
Absence 7		
Absence 8		
Absence 9		

Students First

"All CNMI Public Schools are accredited by the North Central Association Commission on Accreditation and School Improvement, an accreditation division of Cognia."



Absence 10		Note: Your student is at an increasing risk for academic difficulties and school failure with each absence beyond this point.
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Please note: For students with 10+ absences are at an increasing risk for academic difficulties and school failure with each absence beyond this point.

	Date	Reason
Absence 11		
Absence 12		
Absence 13		
Absence 14		
Absence 15		
Absence 16		
Absence 17		
Absence 18		
Absence 19		
Absence 20		
Absence 21		
Absence 22		
Absence 23		
Absence 24		
Absence 25		

PSS BOE ATTENDANCE Policy

§ 60-20-420 Student Attendance

The Public School System recognizes two types of absences: excused or unexcused.

(a) **Excused absence** is absence necessitated because of illness or death in the family, or absence with the written approval of parent/guardian when such approval is not inconsistent with the academic needs of the student as determined by the principal.

(b) **Unexcused absences** are those which are not excused. They may generally be categorized as being of such a nature that prudence would have avoided or precluded the absence. Suspensions and expulsions are considered unexcused absences.

(c) All students who participate in sanctioned school activities that remove the student from regular classroom attendance shall be considered as present. Sanctioned activities must have an educational purpose and students must make up any lesson or assignment missed as a result of such activity. Educational purposes include the discovery and understanding of life skills, community awareness, cultural diversity, language development, natural resources, social structures, political systems, historical perspectives and character development.

(d) School principals/designees have the authority to make determination of whether or not an absence will be considered excused or unexcused.

(e) Student Absences

(3) Elementary school students with 25 or more absences in a school year will not receive credit and will not be promoted, unless an exemption is granted by the Commissioner.

(4) For the purpose of this section, three unexcused tardies within a term or semester from a course/class shall equal one unexcused absence from the course/class for that term or semester.

(f) Tardiness

The term tardy is defined as being late to school, class or an activity with or without permission of parent/guardian. A student is considered tardy if he/she arrives after the designated time of the class or activity, regardless of whether the student is five minutes or fifteen minutes late. A student who misses more than half of the class or activity shall be considered absent for the entire class or activity.

(g) Counseling for Absenteeism and Tardiness Problems

The teacher should counsel those students who are developing a pattern of being absent and/or tardy. The teacher will refer to a school administrator specifically designated by the school principal to handle such problems, those students who, in the teacher's judgment, are not making progress toward correcting the problem.

(1) Upon the first referral by a teacher, the administrator should attempt to determine the nature of the problem, inform the student and the student's parent/guardian of the absence and tardy policy and regulation.

(2) The teacher must refer the student to a school administrator and a parent conference must be held to discuss the problem and to explain the Board regulations and any appropriate discipline alternatives under the following

(iii) For elementary schools, after the sixth tardy in a semester or the sixth unexcused absence in a semester.

(3) In addition to counseling after teacher referrals, principals shall require doctor's excuses for absences in the following circumstances, unless a waiver for the absence is obtained from the school principal:

(iii) For elementary schools, a doctor's excuse will be required for any absence after the sixth in a semester.

(h) Absenteeism and/or tardiness problems for special education students must be referred to the student's IEP team to address the problem and discuss any appropriate learning and/or disciplinary alternatives.

SY22-23 CLASS Schedules

HALF-DAY SCHEDULE

Time		Content	Minutes
7:00-7:30	Student Arrivals/ Breakfast in the cafeteria		
7:30 - 7:40	Housekeeping / Attendance / Tardy (7:40am - Tardy Bell & end of breakfast service)		
7:40 - 7:55	Social Emotional Learning (SEL)/Morning Routine		15
7:55 - 9:00	Instructional Block	ELA (Science/SS integrated)	40
**Staggered Recess/Break time begins			
9:00 - 9:10	Kinder & 1st Grade		
9:10 - 9:20	2nd & 3rd Grade		
9:20 - 9:30	4th Grade		
9:30 - 9:40	5th Grade		
9:00 - 9:40	Instructional Block	ELA (Science/SS integrated)	40
	**Staggered Lunch begins (to limit restroom and field use; classes designated a field area)		
LUNCH			
9:30-10:00	Kindergarten & 1st Grade (6 classes) <i>In cafeteria from 9:30-9:45</i>		
9:50 - 10:20	2nd & 3rd Grade <i>In cafeteria from 9:50-10:05</i>		
10:15 - 10:45	4th & 5th Grade (5 classes) <i>In cafeteria from 10:15-10:30</i>		
9:40 - 11:30	Instructional Block (between lunch periods)	Math (Health/PE integrated)	80
11:30 AM	Dismissal		

11:25 - 11:45am Staff After-school Supervision

12:00-1:00pm Staff Lunch

1:00 - 4:30pm Teacher Prep; Meetings; Trainings; etc.

****CCLHS classes scheduled in the individual class schedules**

****Sub aides dismissal time on half-days is 1:30pm, or 2:30 if taking lunch**

FULL-DAY SCHEDULE

Time			Content	Minutes
7:00-7:30	Student Arrivals/ Breakfast in the cafeteria			
7:30 - 7:40	Housekeeping / Attendance (7:40am - Tardy Bell & end of breakfast service)			10
7:40 - 7:55	Social Emotional Learning (SEL)/ Morning Routine			15
7:55 - 8:10	DEAR Time for All			
7:55 - 9:00	Instructional Block		ELA (Science/SS integrated)	65
8:10-8:50	DI Reading for K-2nd			
8:10-9:00	ELA			
	**Staggered RECESS/Break time begins			
9:00 - 9:10	Kindergarten & 1st Grade (6 classes)			
9:10-9:20	2nd & 3rd Grade (6 classes)			
9:20-9:30	4th Grade			
9:30-9:40	4th/5th Combo & 5th Grade (3 classes)			
9:00 - 9:40	Instructional Block (between recess blocks)		ELA(Science/SS integrated)	30
9:40 - 10:15	Instructional Block		Math	35
9:40	Math Facts Challenge (K-5th)			
	**Staggered Lunch begins (to limit restroom and field use; classes designated a field area)			
	LUNCH	Designated Field Areas		
10:15 -10:55	Kindergarten & 1st Grade (6 classes) <i>In cafeteria from 10:15-10:30</i>	Fields A B & C		
11:00 -11:40	2nd & 3rd Grade (6 classes) <i>In cafeteria from 11:00-11:15</i>			
11:20 - 12:00	4th Grade (2 classes) <i>In cafeteria from 11:20 -11:35</i>			
11:40 - 12:30	4th/5th Combo & 5th Grade (3 classes) <i>In cafeteria from 11:40 - 11:55</i>			
9:40 - 10:15	Instructional Block	2nd - 5th	Math	
10:15 - 11:00	Instructional Block	2nd - 5th	SS	45
10:55 - 11:40	Instructional Block	K - 1st	Math	40
11:40 - 12:30	Instructional Block	K - 3rd	Science	
11:00 -11:20	Instructional Block	4th	Science	20
11:00 - 11:40	Instructional Block	4th/5th Combo & 5th	Science	40
	Staggered PE blocks to limit crowds			
12:30 - 1:50	Instructional Block		Science/PE/Health	80
PHYSICAL ED (PE)	Tuesday & Thursday (Field)/ Wed & Fr (Indoor)	Wednesday & Friday (Field) / Tues & Thurs (Indoor)		
12:30 - 1:10	2nd & 3rd Grade	Kindergarten & 1st Grade		
1:10 - 1:50	4th Grade	4th/5th Combo & 5th Grade		
2:00	All students dismissed			
2:00 - 2:20	Staff After-school Supervision			
2:20 - 3:00	Classroom sanitization			
2:30-4:30	Teacher Prep; Meetings; Trainings; etc.			
	**CCLHS classes to be scheduled in the individual class schedules			
	**Sub aides dismissal time on full-days is 2:30pm unless meetings scheduled			

SY22-23 GTC CALENDAR of Events

AUGUST 2022



SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15 190-day Staff Report Back Statewide PD	16 Statewide PD	17 School/State-Level PD	18 School/State-Level PD	19 GTC Open House at 5pm	20
21	22 1st Day of SY22-23 (1st Quarter begins)	23	24	25	26	27
28	29	30	31			
	STAR Early Literacy/Reading/Math/CBM Screening #1 (Aug. 29 - Sept. 9)					
		NOTES August - October (Co-ed Soccer, Cross Country Running, Swim for Life)		Virtues Theme: Binadu B's --Respect --Responsibility		

SEPTEMBER 2022



SUN	MON	TUES	WED	THURS	FRI	SAT
Cultural Heritage Month				1	2	3
			STAR Early Literacy/Reading/Math/CBM Screening #1 (Aug. 29 - Sept. 9)			
4	5 LABOR DAY HOLIDAY	6 DI Reading begins	7	8	9	10 All Schools Cross Country Opening Event
		STAR Early Literacy/Reading/Math/CBM Screening #1 (Aug. 29 - Sept. 9)				
11	12	13	14	15	16	17
18	19	20	21 PTA Meeting #1 at 5pm	22	23	24
25	26	27	28	29	30 AUG/SEPT Binadu Ceremony 9am, K-2nd 12-40pm, 3rd-5th	
NOTES August - October (Co-ed Soccer, Cross Country Running, Swim for Life)				Virtues Theme: RESPECT FOR OTHERS --Enthusiasm --Friendliness --Understanding --Reliability		

OCTOBER 2022



SUN	MON	TUES	WED	THURS	FRI	SAT
						1
2	3	4	5	6	7 STUCO Election, 9am	8
9	10 Commonwealth Cultural Day Holiday	11	12 STUCO Meeting, 2:30-3:30pm	13	14	15
16	17 STUCO Oath of Office Ceremony	18	19 Unity Day - Wear orange	20	21	22
1ST QUARTER EXAMS (OCTOBER 17-21)						
23	24	25	26 2ND QUARTER BEGINS	27	28 1ST QUARTER REPORT CARD DISTRIBUTION OCT Binadu & 1ST Quarter Awards Ceremony 9am, K-2nd 12:40pm, 3rd-5th	29
30	31	NOTES -National Safe Schools Week (Oct. 16-22) -National Bullying Prevention Month October (Co-ed Soccer, Cross Country Running, Co-ed Basketball, Swim for Life)		Virtues Theme: <u>RESPECT YOURSELF</u> --Confidence --Integrity --Mindfulness --Moderation		

NOVEMBER 2022



SUN	MON	TUES	WED	THURS	FRI	SAT
		1	2	3 STUCO Meeting, 2:30-3:30pm	4 Citizenship Day Holiday	5
6	7	8 Election Day Holiday	9	10	11 Veteran's Day Holiday	12
13	14	15	16 PTA Meeting #2 at 5pm	17 National Parent Involvement Day	18	19
20	21	22	23 EDUCATION DAY (State-Level PD) No classes for students	24 Thanksgiving Holiday	25 Student/Teacher Break	26
27	28	29	30			
NOTES				Virtues Theme: EDUCATION --Purposefulness --Determination --Self-Discipline --Excellence (2 weeks)		

DECEMBER 2022



SUN	MON	TUES	WED	THURS	FRI	SAT
				1	2 NOV Binadu Ceremony 9am, K-2nd 12:40pm, 3rd-5th Special Education Day	3
4	5 2nd Quarter Mid-Progress Conferences, 12:30-4:30pm	6 STUCO Meeting 2:30-3:30pm	7 School-Level Spelling Bee	8 Constitution Day	9	10
11	12	13	14	15	16	17
18	19	20	21	22 School-wide Rehearsal for Holiday Program	23 GTC Holiday Program, 9am	24
25 Christmas Day	26 Christmas Holiday Observed	27	28	29	30	31
STUDENT/TEACHER HOLIDAY BREAK (Dec. 27 - Jan. 4)						
NOTES -Swim for Life				Virtues Theme: <u>FAMILY</u> --Caring --Loyalty --Joyfulness		

JANUARY 2023



SUN	MON	TUES	WED	THURS	FRI	SAT
1 New Year's Day	2 New Year's Day Observed	3	4	5	6	7
8	9	10	11 STUCO Meeting, 2:30-3:30pm	12	13	14
2ND QUARTER EXAMS (Jan. 9-12)						
15	16 Martin Luther King Jr. Day	17	18 School-level Geography Bee	19 3RD QUARTER BEGINS	20 2ND QUARTER REPORT CARD DISTRIBUTION DEC Binadu & 2ND Quarter Awards 9am, K-2nd 12:40pm, 3rd-5th	21
22	23	24	25 PTA Meeting #3 at 5pm	26	27	28
STAR Early Literacy/Reading/Math/CBM Screening #2 (Jan. 23 - Feb. 3)						
29	30	31				
STAR Early Literacy/Reading/Math/CBM Screening #2 (Jan. 23 - Feb. 3)						
NOTES 3rd Quarter (Co-ed Volleyball)				Virtues Theme: DIVERSITY --Tolerance (Jan 5-13) --Unity --Compassion		

FEBRUARY 2023



SUN	MON	TUES	WED	THURS	FRI	SAT
		WIDA ACCESS for ELLs (Feb. 1 - March 18)	1 STUCCO Meeting 2:30-3:30pm	2	3	4
	STAR Early Literacy/Reading/Math/CBM Screening #2 (Jan. 23 - Feb. 3)					
5	6	7	8	9	10	11
	NATIONAL SCHOOL COUNSELING WEEK (Feb. 6 -10)					
12	13	14	15	16	17	18
19	20 Presidents' Day	21	22	23	24 JAN/FEB Binadu Awards Ceremony 9am, K-2nd 12:40pm, 3rd-5th	25
	SCHOOL-LEVEL STEM FAIR (FEB. 21 - 24)					
26	27 3rd Quarter Mid-Progress Conferences, 12:30-4:30pm	28	NOTES --WIDA ACCESS Testing Window (Feb 1 - March 18) -- Swim for Life	Virtues Theme: <u>Leadership</u> -Flexibility -Resilience -Assertiveness -Service		

MARCH 2023



SUN	MON	TUES	WED	THURS	FRI	SAT
			1 STUCO Meeting	2 Read Across America Day	3	4
5	6	7	8	9	10	11
12	13	14	15 PTA Meeting #4 at 5pm	16	17	18
			3RD QUARTER EXAMS (March 16-22)			
19	20	21	22	23	24 Commonwealth Covenant Day	25
	3RD QUARTER EXAMS (March 16-22)					
26	27 4TH QUARTER BEGINS	28	29	30	31 3RD QUARTER REPORT CARD DISTRIBUTION MARCH Binady & 3RD Qtr Awards Ceremony 9 am, K-2nd 12:40 pm, 3rd-5th	
NOTES --4th Quarter (Track & Field & possibly Co-ed Softball)				Virtues Theme: RESPECT FOR HUMANITY --Consideration (Mar 1-10) --Courtesy --Thoughtfulness --Generosity		

APRIL 2023



SUN	MON	TUES	WED	THURS	FRI	SAT
					April is Drop Everything and Read Month	1
2	3	4	5	6	7	8
	Student/Teacher SPRING BREAK				Good Friday Holiday	
9	10	11	12	13	14	15
	School-Level PD		STUCO Meeting			
16	17	18	19	20	21	22
						Earth Day
23	24	25	26	27	28	29
	National Library Week (April 23 -29) & GTC Young Author's Book Fair					
	STAR Early Literacy/Reading/Math/CBM OUTCOME Screening (April 24 - May 5)					
30	NOTES			Virtues Theme: ACHIEVEMENT --Perseverance --Assertiveness --Creativity		

MAY 2023



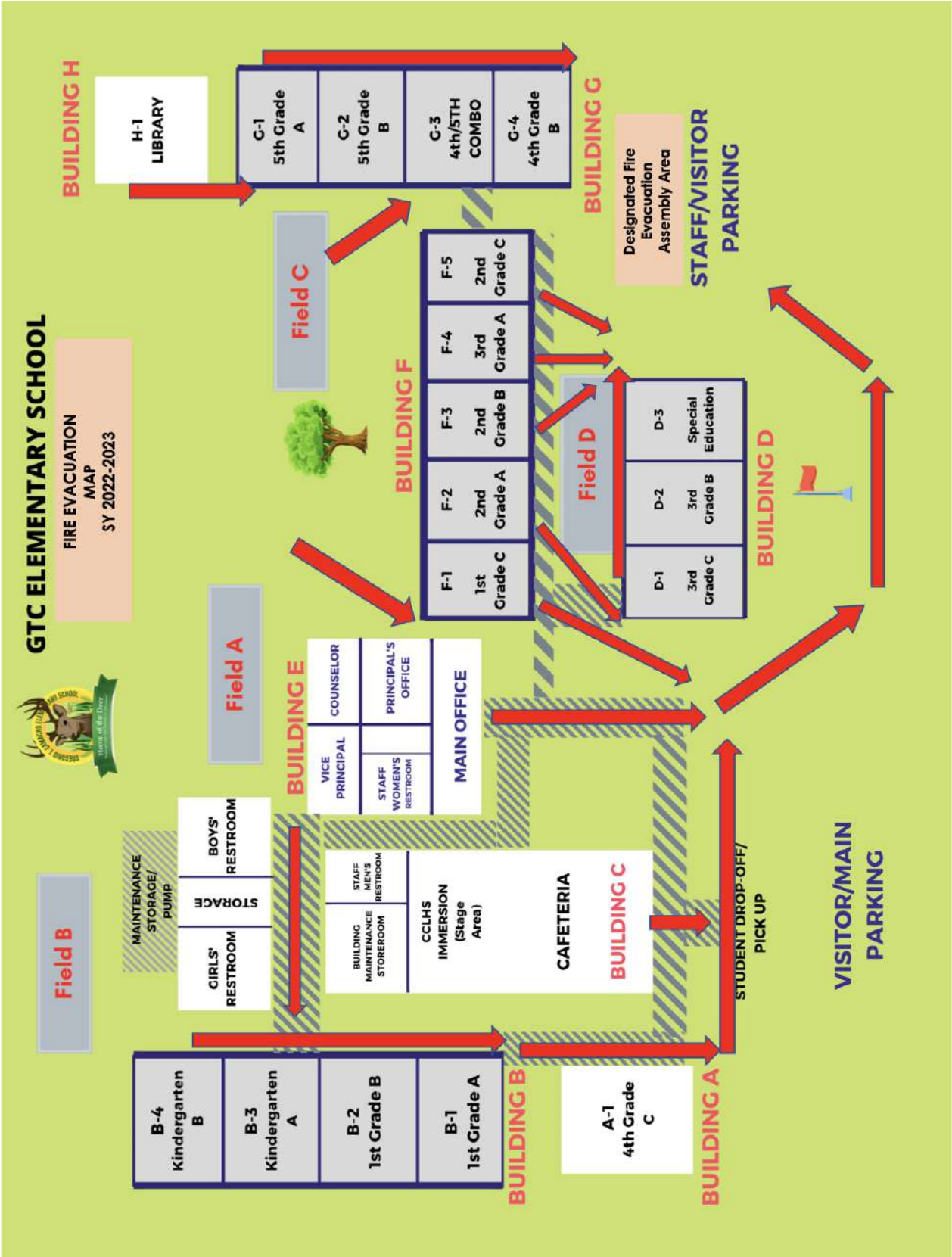
SUN	MON	TUES	WED	THURS	FRI	SAT
	1	2	3	4	5 APRIL Binadu Recognition 9am, K-2nd 12:40pm, 3rd-5th	6
	NATIONAL TEACHER APPRECIATION WEEK (May 1 - 5)					
	STAR Early Literacy/Reading/Math/CBM OUTCOME Screening (April 24 - May 5)					
7	8 4th Quarter Mid-Progress Conferences, 12:30-4:30pm	9	10	11	12	13
	CCLHS Standards-Based Assessment for 4th Grade (May 8 - 12)					
14	15	16	17 FINAL PTA MEETING at 5pm	18	19	20
	KINDER & 5TH GRADE 4TH QUARTER EXAMS (May 15 - 19)					
21	22	23	24	25	26	27
	1ST - 4TH GRADE 4TH QUARTER EXAMS (May 22 - 26)					
28	29 Memorial Day	30	31			
		NOTES		Virtues Theme: CELEBRATE --Gratitude (May 1-12) --Commitment --Humility --Honor		

JUNE 2023



SUN	MON	TUES	WED	THURS	FRI	SAT
				1 5th Grade Promotion Ceremony, 9am	2 Kindergarten Promotion Celebration, 9am	3
4	5	6 Last Day of Instruction MAY Binedu & 4TH Qtr Awards Recognition (K-5th) 4TH QUARTER REPORT CARD DISTRIBUTION	7 School-Level PD for ALL staff, June 7 - 9			10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	
NOTES						

CAMPUS MAP - Fire Evacuation Route





Home of the Deer

"Making Leaps and Bounds in Education"

How the "deer" became our mascot.

The deer have always been wild animals around the Marpi and San Roque Village. Most were being caught to raise and to be used for food. Because of its abundance in the area, the deer became sort of a symbol to the village people. Later, the students of San Roque used to win races and were known to be very fast runners. That is how the school became known as the "*Home of the Deer*".

WRITTEN BY
ABIGAIL AMBER ATALIG
Class of 1994-1995

