

The entire page is framed by a dense border of black-and-white line art icons. These icons represent various educational fields: mathematics (calculators, geometric shapes like cubes and spheres, a compass, a protractor), science (atom symbols, a microscope), art (paint palettes, paintbrushes, a camera), sports (a volleyball, a basketball, a medal with the number 1), and general school life (a school bus, a backpack, a paper airplane, a book, a pencil, a pair of glasses, a person with pigtails). Interspersed among these are several circular logos for OLEAI ELEMENTARY SCHOOL, featuring a sea turtle and the text 'FOUNDED 1958' and 'Excellence in Action'.

OLEAI ELEMENTARY SCHOOL

PARENT & STUDENT HANDBOOK

"Excellence in Action"

Oleai Elementary School Campus & Evacuation Map



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PRINCIPAL & VICE PRINCIPAL'S *Message*

August 19, 2025

Dear OES Parents/Guardians and Students,

Welcome to the 2025-2026 school year at Oleai Elementary School, Home of the Turtles! We recognize parents and guardians as important partners of the Turtle team. Your engagement is vital to our continuous improvement. In order to strengthen our home-school connection, we value your input and involvement. We would like to emphasize the benefits of being a proactive parent/guardian, to take charge of your child's success in school. Here are some ways to help you get started:

- Volunteer for school events/activities and be part of our hardworking team!
- Read with your child daily to model lifelong learning!
- Prioritize education! Be diligent with their attendance and academics.
- Communicate regularly with your child's teacher(s) and the school administration to keep you informed and stay ahead of issues.
- Get to know your child's school expectations to help support them.

After many years, OES is now under new leadership with the appointment of a new principal. We understand that transitions can be challenging, but we are hopeful that, with time, you will join us in building a strong and collaborative partnership.

We extend our deepest gratitude to OES' longtime principal, Mrs. Jasylene Parico, for her exceptional leadership and commitment to the school community. Her many contributions have helped shape OES into the wonderful school it is today, and we are committed to honoring and building upon the legacy she leaves behind.

This handbook is intended to serve as a helpful resource for you to support your child's success in school and to keep you informed of the rules and expectations of the school. Please note that the contents of this handbook are subject to change. We will keep you informed of updates via email, the Turtle Connection, or classroom newsletters. For real-time updates, follow our Oleai Elementary School Facebook page.

On behalf of the Commissioner of Education, Dr. Lawrence F. Camacho, the CNMI State Board of Education, and PSS Leadership, welcome to School Year 2025 -2026 in the CNMI Public School System! We are excited to collaborate with you as we aim to uphold our school's motto, **"Excellence in Action!"**

Your Partners in Education,



Raena B. Camacho and Alisa Pangelinan
Principal / Vice Principal



SCHOOL CONTACT & Website Information

SCHOOL PHONE NUMBERS & EMAIL

Principal, Raena Camacho	raena.camacho@cnmipss.org 237-3505
Vice Principal, Alisa Pangelinan	alisa.pangelinan@cnmipss.org 237-3503
Main Office Line	(670) 237-3502
Administrative Officer, Charlene Valle	charlene.valle@cnmipss.org
School Aide, Jimmy Polk	jimmy.polk@cnmipss.org
School Counselor, Angelica Diaz	angelica.diaz@cnmipss.org
School Fax	670-664-3942

DISTRICT WEBSITE & SCHOOL SOCIAL MEDIA

District Website	www.cnmipss.org
School Facebook Page	www.facebook.com/oleaiturtles/

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 with their Health Card. All phone lines are monitored by the PSS Network and Troubleshooting department.

OES STAFF & ROOM Assignments

Staff	Position	BLDG./Office
Raena Camacho	Principal	A/Principal's Office
Alisa Pangelinan	Vice Principal	A/Vice-Principal's Office
Charlene Valle	Administrative Officer	A/Main Office
Jimmy Polk	School Aide	A/ Main Office
Angelica Diaz	School Counselor	A/School Counselor's Office
Kathryn Pangelinan	ELL Teacher	A/Library
Josephine Aguon	Librarian Aide	A/Library
Amadel Valle	Maintenance	A
Eduardo Cordero	Custodian	A

Personnel	Position	Grade Level or Program	Room Assignment
Bertha Orsini	Classroom Teacher	Kindergarten	B - 01
Puspa Arriola	Classroom Teacher	Kindergarten	B - 02
Orpha Singeo	Classroom Teacher	Kindergarten	B - 03
Sherwin Mendiola	Classroom Teacher	Kindergarten	B - 04
Arlene Cholymay	Classroom Teacher	1st Grade	B - 05
Sherlyn Cruz	Classroom Teacher	1st Grade	B - 06
Annel Ligaya	Classroom Teacher	1st Grade	C - 07
Aunica Lizama	Classroom Teacher	1st Grade	C - 08
Maria Ayuyu	Classroom Teacher	2nd Grade	C - 09
Ernestina Agulto	Classroom Teacher	2nd Grade	D - 10
Maria Ano	Classroom Teacher	2nd Grade	D - 11
Nanette Hurst	Classroom Teacher	2nd Grade	D - 12
Kyle Menter	Classroom Teacher	3rd Grade	E - 13
Jacqueline Chong	Classroom Teacher	3rd Grade	E - 14
Mannelyn Cabrera	Classroom Teacher	3rd Grade	F - 20

Barbara Aguon	Classroom Teacher	3rd Grade	F - 21
CCLHS CLASSROOM (ALTERNATING BY TEACHER)	Classroom Teacher	4th Grade	E - 15
Roselle Carreon	Classroom Teacher	4th Grade	E - 16
Danielle Pineda	Classroom Teacher	4th Grade	F - 23
Mayuko Arriola	Classroom Teacher	4th Grade	F - 24
Lutgarda Lamberto	Classroom Teacher	5th Grade	E - 17
Cristina Alarzar	Classroom Teacher	5th Grade	E - 18
Mildred Kintol	Classroom Teacher	5th Grade	F - 22
Rosalie Habijan	Classroom Teacher	5th Grade	F - 25
Jasyleen Arriola Jenny Ann Mercado, Shirley Mendiola, Randy Pagapular, Normita Cania, Frannie Hocog Ariel Lapuz Yumiko Ngirmekur	SPED Teacher SPED Teacher Aides	SPED Program	G - 26
Tricia Taitano Donna Hidalgo, Eugene Tabhan, Reggienald Rivera	SPED Teacher SPED Teacher Aides	SPED Program	E -19
Josephine Agulto	CCLHS Chamorro Instructor	CCLHS Program	Roaming
Claire Cabrera	CCLHS Chamorro Instructor	CCLHS Program	Roaming
Camila Pua	CCLHS Carolinian Instructor	CCLHS Program	Roaming
Carmina Pua	CCLHS Carolinian Instructor	CCLHS Program	Roaming

PSS Vision, Mission, & Values

Welcome to Oleai Elementary, Home of the Turtles ("Haggan" in the Chamorro language and "Woong" in the Carolinian 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



OES Vision, Mission, & Beliefs

VISION:

Oleai Elementary School supports the total development of EACH student. As they develop, each student will become a contributing member to society by being a productive individual: for the family, the community, and the world.

SCHOOL MISSION:

Oleai Elementary School will provide every student a diverse learning environment that encompasses academic, social, and emotional needs guided by the 21st Century Skills facilitated by effective, creative, and highly qualified professionals who promote lifelong learning.

BELIEFS:

We believe that OES students will develop good citizenship practices, high moral standards, and positive self-esteem. Students will grow mentally, academically, physically, and socially while ultimately preparing students to become productive members of society and lifelong learners.

OES' SCHOOL-WIDE LEARNING RESULTS (ESLRs)

O = Oleai's Community Helpers!

- Respect and appreciate their own and other's cultures
- Respect individual differences
- Participate as responsible, productive involved citizens



L = Lifelong Learners!

- set goals for personal growth and survival
- demonstrate interpersonal and intrapersonal skills
- make good moral choices
- are responsible for risks they take in daily life
- are active listeners



E = Energetic Health Promoters!

- take pride in their physical appearance and personal hygiene
- are physically, mentally, and emotionally fit
- have high moral standards
- promote a drug-free environment
- select appropriate nutritious food



A = Academic Achievers!

- demonstrate mastery of skills expected
- set high standards for their success
- articulate ideas, feeling, etc. both in oral and written
- function successfully in a technologically – oriented world



I = Independent Thinkers!

- are able to connect prior knowledge to new experiences
- are able to be resourceful, creative, and demonstrate logical reasoning
- use higher order thinking skills
- are problem solvers, able to synthesize, analyze and evaluate
- are responsible for risks they take in daily life



The **ESLRs Rating Form** is used by teachers to collect evidence and rate students according to their progression of the different skills.

SCHOOL Logo

Oleai has the turtle with a mwar as its mascot which symbolizes strength, adaptability, endurance, the spirit to lead and cultural identity. The Turtle is also the acronym for the school's aspirations which follows as:



Trustworthy:

To promote honesty, confidence and independence among students, faculty and parents.

Unity:

To unite in a harmonious bond as we strive for excellence in education.

Responsibility:

To assume and fulfill tasks enthusiastically and diligently.

Truthfulness:

To continue searching for truth and honesty in all our accomplishments.

Leadership:

To bring out the potential in each one of us for leadership and guidance towards a common goal.

Enthusiasm:

To develop zest to be creative and do great things with interest and fervor.

Spirit:

To possess a positive school spirit instilled with pride and courage.

OLEAI ELEMENTARY SCHOOL'S *Professional Conscience*

We commit ourselves to provide an environment for ALL students to feel safe and accepted. Students can respond to others inclusively and honor diversity of all to include, but not limited to, differences in race, ethnicity, socioeconomic status, familial status, physical attribute, sex, gender, gender nonconformity, sexual orientation, culture or ethnicity, religion or spiritual beliefs, and abilities or disabilities.

We believe that all children can learn and we pledge to provide a learning environment that will give each child equal opportunities to recreate his worth as a human being with positive self-esteem and self-respect, value the individuality of their peers, respect the diversity of culture, become creative and responsible learners, strive to become analytical, divergent and critical thinkers, and become sensitive and rational to his total environment.

We strongly profess that our most valuable partner in the pursuit of our motto, **EXCELLENCE IN ACTION**, is the family and its community.

SCHOOL Songs

CNMI ANTHEM

Gi talo gi halom tãsi
Nai gaige tano-ho
Ayo nai siempre hu sãga
Malago' ho
Ya un dia bai hu hãno
Bai fãtto ha' ta'lo
Ti sina hão hu dingo
O tano-ho

CHORUS:

Mit beses yan mäs
Hu saluda hão
Gatbo na islas Mariãnas
Hu tuna hão

Satil matawal Pacifico
Igha elo faluweey iye
Ighilal igba ebwe lootiw
Tipeey iye
Eew raal nge ibwe
mwetesangi
Nge ibwal sefaalitiy Ese
mmwel bwe ibwe lighiti
Bwe falaweey

CHORUS:

Sangaras faal bwughuwal
Ay tirow ngalugh
Ling ghatchul teel
Faluw Mariãnas
Ay Mwareiti

National Anthem

(Star-Spangled Banner)

Oh say, can you see,
By the dawn's early light
What so proudly we hailed
At the twilight's last gleaming?

Whose broad stripes and brights stars
Through the perilous fight
O'er the ramparts we watched
Were so gallantly streaming?

And the rockets red glare
The bombs bursting in air
Gave proof through the night
That our flag was still there

Oh say, does that star spangled
Banner yet wave?
O'er the land of the free
And the home of the brave?

Oleai School Banner Song

The flag we love is waving,
We hear the pledging calls,
Join hands around the
banner,
It stays there never falls,
Give every flying minute,
And never let it fall,

CHORUS:

*Oleai School, Oleai School
We bring our love to you,*

The school we love is calling
The children of Oleai
Shall see the children
marching, to study, work and
play
From course to course we'll
triumph,
For flag of Oleai School,

CHORUS

All children of Oleai School,
Stand in your brightness
might,
Sing praises and prayers,
While banner flying high,
Bring up your banner higher,
And never let it fall

CHORUS

TURTLE CHEER

Leader: Turtles!

Students: Uh Huh!

Leader: We Got This?

Students: OH yeah!

Leader: Slow?

ALL: No Way! We rock it
each day! Goooooo Turtles!

TURTLE CHEER (CHAMORRO)

Kabesiyu: Haggan!

Estudiãnti: Hunggan

Kabesiyu: Listu Hamyu?

Estudiãnti: Esta!

Kabesiyu: Dispasiu?

Todus: Åhi', Kada' diha hit
man pairi! Bibaaaa Ha'ggan!

TURTLE CHEER (REFALUWASCH)

Sowafal: Woong!

Olighát: Ngaang iyey

Sowafal: Sibwe aschooschoo?

Olighát: Ewer!

Sowafal: Mwetemwaay?

Olighát: Eghe! Sibwe angusu
alongaráál! Saa su woong!

DAILY BELL Schedules

HALF-DAY SCHEDULE (Monday)

Time	KINDER	1st GRADE	2nd GRADE	3rd GRADE	4th GRADE	5th GRADE
7:00 – 7:30a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30 - 8:00 a.m. (30 mins.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
8:00 – 8:30 a.m. (30 mins.)	CCLHS	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
8:30 – 9:00 am (30 min.)	Instructional Block	CCLHS	Instructional Block	Instructional Block	Instructional Block	Instructional Block
9:00 – 9:30 am (30 min.)	Instructional Block	Instructional Block	CCLHS	Instructional Block	Instructional Block	Instructional Block
9:30 - 10:00 a.m. (30 min.)	Instructional Block	Instructional Block	Instructional Block	CCLHS	Instructional Block	Instructional Block
10:00 - 10:30 a.m. (30 min.)	LUNCH	LUNCH	Instructional Block	Instructional Block	CCLHS	Instructional Block
10:30 – 11:00 a.m. (30 min.)	Instructional Block	Instructional Block	LUNCH	LUNCH	Instructional Block	CCLHS
11:00 – 11:30 a.m. (30 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	LUNCH	LUNCH
11:30 a.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

*Breakfast and lunch will be served in the school cafeteria.
Monday: Walk for Life (once a month as scheduled) (8:00 a.m. - 9:00 a.m)

FULL-DAY SCHEDULE (Tuesday - Friday)

Kindergarten to 5th Grade: Full-Day Schedule

Time	KINDER	1st GRADE	2nd GRADE	3rd GRADE	4th GRADE	5th GRADE
7:00 – 7:30 a.m.	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast	Breakfast
7:30 - 8:10 a.m. (40 min.)	Instructional Block *Tardy Bell@7:40am	Instructional Block *Tardy Bell@7:40am	Instructional Block *Tardy Bell@7:40am	Instructional Block *Tardy Bell@7:40am	Instructional Block *Tardy Bell@7:40am	Instructional Block *Tardy Bell@7:40am
8:10 – 8:50 a.m. (40 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
8:50 – 9:30 a.m. (40 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
9:30 - 9:40 a.m.	Recess	Recess	Recess	Recess	Recess	Recess
9:40 – 10:20 a.m. (40 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
10:20 - 11:00 a.m. (40 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
11:00 - 11:40 a.m. (40 min.)	LUNCH	LUNCH	Instructional Block	Instructional Block	Instructional Block	Instructional Block
11:40 – 12:20 p.m. (40 min.)	Instructional Block	Instructional Block	LUNCH	LUNCH	Instructional Block	Instructional Block
12:20 – 1:00 p.m. (40 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	LUNCH	LUNCH
1:00 – 1:40 p.m. (40 min.)	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block	Instructional Block
1:40 – 2:10 p.m. (40 min.)	Supplemental/SEL/Closure	Supplemental/SEL/Closure	Supplemental/SEL/Closure	Supplemental/SEL/Closure	Supplemental/SEL/Closure	Supplemental/SEL/Closure
2:10 p.m.	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal	Dismissal

*Breakfast and lunch will be served in the school cafeteria.

PTSA Meeting Schedule

PTSA Meeting Schedule

(2nd Tuesday of the Month) (Once a month)

September 09, 2025	October 14, 2025	November 18, 2025	December 09, 2025
January 13, 2026	February 10, 2026	March 10, 2026	April 14, 2026
May 12, 2026	*Instructional Staff dismissal time is 3:00 pm *Support Staff dismissal time is 4:00 pm		

WALK FOR LIFE Schedule & SOPs

(Once a Month)

September 08, 2025	October 06, 2025	November 10, 2025	December 15, 2025	January 26, 2026
February 23, 2026	March 16, 2026	April 13, 2026	May (none)	June (none)

*Time: 8:00 - 9:00 a.m. *Walk-For-Life replaces daily P.E. block.

To emphasize the importance of an active and healthy lifestyle as well as to practice active listening and calmness in case of an evacuation. OES reinstated the Walk for Life event which is scheduled twice a month on half-day Mondays.

Duties & Other Information Traffic Control: DPS, Admin, and Support Staff	Starts at 8:00 a.m. to 9:00 am (1 hour & Includes break) Grades: K-5th
Walk for Life Safety Measures and Procedures <ul style="list-style-type: none"> ★ Have your class ready 10 minutes before the scheduled walk. Line-up according to room order. ★ All students will join unless otherwise provided with an excuse slip from parent/guardian. ★ Send non-walking students with a slip to the office. ★ Talk to your child(ren) in advance about safety when walking on the road, the pathway, and crossing the street. ★ All staff and students are required (OES shoe policy) to wear shoes. Remind students the day before. ★ Remind students not to run but brisk walk (no running) to close gaps and to increase 	

heart rate. Walking

- ★ too slowly will not increase heart rate for fitness.
- ★ Walk-for-Life is also used as practice in case we need to evacuate.
- ★ Each homeroom class should have one line. Remind students to walk in pairs and avoid gaps amongst each other—student-to-student and class-to-class.
- ★ Teachers walk with their students. Other OES staff will pair up with a classroom teacher or our SPED & DHH Program to ensure the safety of all students.
- ★ Emergency School bags and Folders (includes parent contact info.) should be brought during the walk.
- ★ Staff assigned to traffic control need to pick up the stop sign at the office.
- ★ Only staff are allowed to wear traffic vests. All participating staff are required to wear a vest.

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.

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.

CAMPUS Policies

The following is a list of expectations for everyone to adhere to every day to establish and maintain an optimal work environment in which teachers and support staff effectively carry out their duties and responsibilities, thus, yielding high student performance.

CLOSED CAMPUS (See BOE Policy §60-20-460)

Students may not leave school grounds from the time of their arrival until the time they leave at the end of the day unless they have written permission from a parent/guardian, a signed liability waiver form suitable to the Commissioner and the permission of the principal/designee.

OES's closed campus policy requires all visitors to log in and obtain a **Visitor's Pass** at the main office before proceeding to any campus buildings. The purpose of the visit must be indicated when signing in. Interruption to instructional time is generally discouraged; therefore, parents are asked to make prior arrangements with their child's teacher for a conference during the teacher's prep period or after dismissal time, except on Mondays and/or Wednesdays for scheduled professional development days. Monday and/or Wednesday afternoons are reserved for teacher in-services and meetings.

Loitering on school campus before, during, and after school hours is prohibited for the safety of students and staff. Unannounced visits are discouraged as they interfere with the educational process. The administration must be informed of and give authorization for all visits during instructional time. Students and staff shall not bring visitors, children, and siblings to the school without prior approval from the administrators.

CODE OF CONDUCT - ADULTS (See BOE Policy §60-20-310)

In order to ensure a safe and orderly environment, in which our students can maximize their educational and social development, the following regulations are enacted with respect to the conduct of adult visitors: (a) Verbally aggressive behavior, which would include, but not be limited to, threats, intimidation, and profanity, will result in limited access to school premises and school activities for up to one year. The length of the restriction will be determined by the Commissioner of Education.

(b) Physical or violent behavior will result in a ban by the Commissioner/designee or the Board of Education from school premises and activities and will be referred to law enforcement.

(c) Visitors shall not chew betel-nut or use tobacco products while on school property. (d) No visitor may use, possess or be under the influence of alcohol or illegal drugs while on school property. (e) Failure to comply with the restricted access provided in the regulations in this section will result in the filing of civil and/or criminal charges.

DISCRIMINATION & HARASSMENT PROHIBITED (See BOE Policy §60-20-402)

(a) All students, employees and parents have the right to be free from discrimination and harassment on the basis of race, creed, religion, color, sex, sexual orientation, national origin, age, cultural or socio-economic status or disabling condition. Employees shall not participate in, or permit others to engage in, any act of discrimination against students, parents or coworkers based on the above factors or in retaliation for the exercise of any of their rights.

SEXUAL HARASSMENT OF STUDENTS (See BOE Policy §60-20-402)

The Board of Education is committed to maintaining a learning environment for its students that is free from sexual harassment. Furthermore, the Board of Education strongly believes that no person in the PSS shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any educational program or activity.

DRUG FREE CAMPUS (See BOE Policy §60-20-310)



All CNMI public schools are drug free campuses. OES staff and students equally share the responsibility of keeping our school environment free of any drug related items including clothing that promotes illegal drugs and alcohol. We likewise request from visiting parents and community members to practice this policy while on campus during instructional and non-instructional events (fundraiser events, conferences, PTSA meetings, etc.).

PROCEDURAL GUIDELINES FOR VISITORS IN SCHOOLS (See BOE Policy §60-20-305)

(a) It is expected that all employees and students will practice cordial manners and friendly public relations toward invited guests in PSS buildings. Unauthorized visitors, however, shall be considered trespassers and subject to arrest and prosecution.

(b) There should be signs directing visitors to report to the main office.

(c) Parents, guardians, Board members and volunteers are welcomed and encouraged to come into the schools. However, they must report to the main office upon entering the buildings so that the office will be aware of their presence. When a patron of the school has a need for a conference with a teacher or counselor, an appointment should be made so the staff member may proceed with his/her assigned duties without undue interruption.

(d) Students dismissed earlier in one school than others are not permitted to roam around in any other school in the system. All students are to be directed to proceed toward their homes, work or other destinations after school is dismissed.

DROP-OFF / PICK-UP

Designated drop-off/Pick-up area is located in front of the school cafeteria. For student safety, parents/guardians should not drop off their child(ren) earlier than the drop-off time at 7:00 am or picking them up later than 15 minutes past the dismissal time. The school will not be held liable for injuries to students during the times they are not authorized to be on campus.

Parents will not be allowed to escort their child to their classroom in the morning to help build their child's independence and for safety reasons. For dismissal time, parents of car riders should wait at the designated waiting area in the front of the school cafeteria. Parents of walkers should wait at the side of the main office Nurse's Room.

It is the parent's obligation to commit to their child's drop-off and pick-up time. Late pick-ups beyond the courtesy 15 minutes past dismissal time will require those students to wait inside the office so parents can log their child out and pick-up in a safe location. However, habitual late pick-up of students will result in administrative intervention, which may be a referral to DYS.

Parents/guardians should not be on campus more than 1 hour prior to dismissal time.

Please note that Gate 1 (Head Start entrance) is used specifically for the following: 1) Head Start students, 2) OES walkers, 3) emergency or loading purposes. OES students who walk to school may use this gate to enter in the morning and exit the school premises.

CHARACTER Education

To ensure OES meets its mission of providing a safe, healthy, nurturing and diversified learning environment, OES has instituted the following character education programs.

POSITIVE ACTION Program

The Positive Action program is based on the intuitive philosophy that we feel good about ourselves when we do positive actions, and features scripted pre-K-12 lessons that are easy to teach and require little advance preparation. All the materials called for in each lesson are included in a Kit. These materials include posters, games, worksheets and puzzles.

The Thoughts-Actions-Feelings Circle (TAF) illustrates how this works in life: our thoughts lead to actions and those actions lead to feelings about ourselves which in turn lead to more thoughts.



When this cycle is negative, students do not want to learn. When this cycle is positive, students want to learn. The essence of the program is to emphasize those actions that promote a healthy and positive cycle. The Positive Action program works through these concepts in a systematic way.

Unit 1: Self Concept

Unit 2: Positive Actions for your body and mind

Unit 3: Managing yourself responsibly

Unit 4: Treating others the way you like to be treated

Unit 5: Telling yourself the truth

Unit 6: Improving yourself


Unit 7: Review

LIFELONG LEARNING GUIDELINES

The school is also guided with behavior guidelines called **LIFELONG GUIDELINES** which are based upon respect for others and self and, when consistently followed, ensure that students can remain “up-shifted” for learning. They are:

- Trustworthiness
- Truthfulness
- Active Listening
- No Put-Downs
- Personal Best

COMMUNICATION *Mediums*

- **Bulletin Boards (campus):** Important announcements from the school, district, or community, shall be posted on bulletin boards around the campus or in buildings. Teachers, parents, or community members desiring to post materials are to request permission from the principal prior to do so.
- **Flyers/Forms/Letters for Home:** Important information affecting students, parents, and staff may be communicated via a routing slip/flyer. Forms are promptly distributed to students. Distribution may be affecting all students, oldest/only, individual students, or groups.
- **Home-School Calendar:** Monthly updated calendar with detailed information (event name, time, venue, etc.) of upcoming events.
- **OES Facebook Page:**  Like our Facebook page to get the most recent information and reminders on important school events! This is a one-way means of communication. Event highlights will be posted to keep OES families updated.
- **PSS and OES Website Page:** Visit our school's page in the official PSS website at <http://mycnmipss.org/> for district and school information, events, updates, news, etc.
- **Infinite Campus Announcements** Important or emergency school information can be sent to all households or non-household contacts via Emails.
- **PSS E-mail:** The PSS official PSS domain is cnmipss.org. The email system is used to communicate with staff and parents on school-related matters and communication. The default email for all PSS staff is: firstname.lastname.pss.org. Staff uses the email system for district and school-level memos, updates, surveys, etc. Emails are checked for a daily basis.

CURRICULUM & Instructional Programs for K-5th

All teachers must ensure that the approved instructional time is completed daily for grades Kinder through 5th. To protect instructional time, all teachers and staff are required to adhere to the approved bell schedule. Any changes such as guest speaker presentations, celebrations, field trips, etc. requires pre-approval from the administration.

In the absence of a homeroom teacher or CCLHS teacher, the counterpart(s) of that teacher will take over unless otherwise arranged by the administration.

Program teachers are also responsible for monitoring their students' attendance and work collaboratively with the student's homeroom teacher to intervene with attendance issues. A student is truant if he/she skips CCLHS/Title I/ SPED/DHH class or any instructional class. This must be reported to the office immediately by using the **Student Discipline Referral Form**.

OES curricular offerings as prescribed by the CNMI Public School System is from Kindergarten to 5th grade. The core program of instruction includes English Language Arts, Mathematics, Science, Social Studies, Physical Education, and Chamorro or Carolinian Language Heritage Studies (CCLHS). To promote the development of the whole child, the core program is integrated with supplementary programs consisting of Arts, Music, and Technology (Computers).

Today's students must develop the ability to communicate, solve problems, and continue learning to survive and succeed in tomorrow's ever-changing social, technological, and political environment. They must acquire the specialized skills needed to communicate, solve problems, and locate and use the information now available in myriad forms from various sources. In the real world, things do not come in fragments, nor do events happen in isolation. Real life is a series of interactive forces that work together to shape a person. Oleai School seeks to provide its students with authentic learning simulated in the classroom as much as possible. For this reason, the school fully supports curriculum integration, cooperative learning, and lifelong learning.

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 OES:

English Language Arts

- Core Curriculum: Into Reading, Houghton-Mifflin Harcourt
- Accelerated Reader & AR360 Program, Renaissance Learning
- Waggle ELA
- AMIRA
- Achieve3000
- myON

Math

- Core Curriculum: Into Math, Houghton-Mifflin Harcourt
- Waggle Math

Science

- Core Curriculum: Into Science, Houghton-Mifflin Harcourt
- Into Science Inquiry Kits, Houghton-Mifflin Harcourt

Social Studies

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

Physical/Health Education

- SPARK Curriculum, SPARK Physical Education
- SPARK PE Equipment (K-6), SPARK Physical Education

Social-Emotional Learning

- Positive Action

AMERICORPS PROGRAM

AmeriCorps members support students in public, private, and charter schools, as well as out-of-school time programs, across the country. AmeriCorps' work provides cost-effective, high-impact services to address schools' most pressing needs and ensure students are ready for college, careers, and full participation in civic life. Evidence shows AmeriCorps members and volunteers improve attendance and engagement, increase high-school graduation rates and expand college enrollment. At OES, Americorps' members help students achieve their Reading and Math goals.

CHAMORRO/CAROLINIAN LANGUAGE HERITAGE STUDIES (CCLHS) PROGRAM

The language policy involves a vision that promotes multilingual enriched learning experiences and fosters respect for one's cultural identity. The Public School System states that the study of the vernacular is a mandatory course (BOE §60-20-505). It is on this premise that OES is going into multiculturalism. While bilingualism is socially, politically, and economically desirable, multilingualism promotes better understanding and involvement. OES offers both Chamorro and Carolinians programs for grades Kindergarten to 5th based on the availability of instructor FTEs. Student placement will be based on the availability of space.

ELL PROGRAM

Students with limited English proficiency are identified through the WIDA MODEL Assessment. The Literacy Coaching program supports teachers in the classroom with effective instructional strategies to assist ELL students with the attainment of English language, develop high levels of academic achievement in English, and meet the same high academic standards as outlined in the CNMI PSS Standards & Benchmarks and Common Core State Standards.

FRESH FRUIT & VEGETABLE OF THE MONTH (FFVM) PROGRAM

This nutrition education program is an effective and creative way to introduce fresh fruits and vegetables to young students. Fruits and vegetables are accompanied with a nutrition education curriculum to supplement student learning. The curriculum is provided to all children in grades K-3.

SPECIAL EDUCATION (SpEd) PROGRAM

The Special Education Program in OES was recognized in 1975. It is guided by the mission statement of the CNMI Public School System's Special Education Program as mandated by P.L. 94-142. The law provides for a free and appropriate public education in the least restrictive environment for all individuals with disabilities.

The program believes that all children can learn and that the optimum development of students with disabilities rests on the shared responsibility of both general education and special education teachers. Hence, the program is part of the general instructional program and not apart. The program is further supported by related service providers, such as the contact teacher, physical, occupational and speech therapists.

CURRICULAR Performance Standards

The Public School System adopted the Common Core Standards, which are a set of academic standards in English Language Arts and Mathematics, Next Generation Science Standards for Science, and the CNMI Standards and Benchmarks for Social Studies for grades K-5.

WHY COMMON CORE STATE STANDARDS?

Preparation: *The standards articulate college- and career-readiness. They will help ensure students acquire the knowledge and skills they need to succeed in postsecondary education and training.*

Competition: *The standards are internationally benchmarked. Common Core standards will help ensure our students are globally competitive.*

Clarity: *The standards are focused, coherent, and clear. Clearer standards help students (and parents and teachers) understand what is expected of them.*

K-5 COMMON CORE STATE STANDARDS – English Language Arts

K-5 Overview

READING ANCHOR STANDARDS:

Key Ideas and Details

1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

Craft and Structure

4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
6. Assess how point of view or purpose shapes the content and style of a text.

Integration of Knowledge and Ideas

7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

Range of Reading and Level of Text Complexity

10. Read and comprehend complex literary and informational texts independently.

WRITING ANCHOR STANDARDS:

Text Types and Purposes

1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

Production and Distribution of Writing

4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

Research to Build and Present Knowledge

7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
9. Draw evidence from literary or informational texts to support analysis, reflection, and research.

Range of Writing

10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

SPEAKING & LISTENING ANCHOR STANDARDS:

Comprehension and Collaboration

1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

Presentation of Knowledge and Ideas

4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

LANGUAGE ANCHOR STANDARDS:

Conventions of Standard English

1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Knowledge of Language

3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Vocabulary Acquisition and Use

4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
6. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

K-5 COMMON CORE STATE STANDARDS - Mathematics

K-5 Overview

GRADE K

Counting and Cardinality

- Know number names and the count sequence.
- Count to tell the number of objects.
- Compare numbers.

Operations and Algebraic Thinking

- Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.

Number and Operations in Base Ten

- Work with numbers 11–19 to gain foundations for place value.

Measurement and Data

- Describe and compare measurable attributes.
- Classify objects and count the number of objects in categories.

Geometry

- Identify and describe shapes.
- Analyze, compare, create, and compose shapes.

GRADE 1

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.
- Understand and apply properties of operations and the relationship between addition and subtraction.
- Add and subtract within 20.
- Work with addition and subtraction equations.

Number and Operations in Base Ten

- Extend the counting sequence.
- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure lengths indirectly and by iterating length units.
- Tell and write time.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes.

GRADE 2

Operations and Algebraic Thinking

- Represent and solve problems involving addition and subtraction.

- Add and subtract within 20.
- Work with equal groups of objects to gain foundations for multiplication.

Number and Operations in Base Ten

- Understand place value.
- Use place value understanding and properties of operations to add and subtract.

Measurement and Data

- Measure and estimate lengths in standard units.
- Relate addition and subtraction to length.
- Work with time and money.
- Represent and interpret data.

Geometry

- Reason with shapes and their attributes

GRADE 3

Operations and Algebraic Thinking

- Represent and solve problems involving multiplication and division.
- Understand properties of multiplication and the relationship between multiplication and division.
- Multiply and divide within 100.
- Solve problems involving the four operations, and identify and explain patterns in arithmetic.

Number and Operations in Base Ten

- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations – Fractions

- Develop understanding of fractions as numbers.

Measurement & Data

- Solve problems involving measurement and estimation.
- Represent and interpret data.
- Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
- Geometric measurement: recognize perimeter.

Geometry

- Reason with shapes and their attributes.

GRADE 4

Operations and Algebraic Thinking

- Use the four operations with whole numbers to solve problems.
- Gain familiarity with factors and multiples.
- Generate and analyze patterns.

Number and Operations in Base Ten

- Generalize place value understanding for multi-digit whole numbers.
- Use place value understanding and properties of operations to perform multi-digit arithmetic.

Number and Operations – Fractions

- Extend understanding of fraction equivalence and ordering.
- Build fractions from unit fractions.
- Understand decimal notation for fractions, and compare decimal fractions.

Measurement & Data

- Solve problems involving measurement and conversion of measurements.
- Represent and interpret data.
- Geometric measurement: understand concepts of angle and measure angles.

Geometry

- Draw and identify lines and angles, and classify shapes by properties of their lines and angles.

GRADE 5

Operations and Algebraic Thinking

- Write and interpret numerical expressions.
- Analyze patterns and relationships.

Number and Operations in Base Ten

- Understand the place value system.
- Perform operations with multi-digit whole numbers and with decimals to hundredths.

Number and Operations – Fractions

- Use equivalent fractions as a strategy to add and subtract fractions.

- Apply and extend previous understandings of multiplication and division.

Measurement & Data

- Convert like measurement units within a given measurement system.
- Represent and interpret data.
- Geometric measurement: understand concepts of volume.

Geometry

- Graph points on the coordinate plane to solve real-world and mathematical problems.
- Classify two-dimensional figures into categories based on their properties.

K-5 NEXT GENERATION SCIENCE STANDARDS

Grade K:

Forces and Interactions: Pushes and Pulls
Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment
Weather and Climate
Engineering Design

Grade 1:

Waves: Light and Sound
Structure, Function, and Information Processing
Space Systems: Patterns and Cycles
Engineering Design

Grade 2:

Structure and Properties of Matter
Interdependent Relationships in Ecosystems
Earth's Systems: Processes that Shape the Earth
Engineering Design

Grade 3:

Forces and Interactions
Interdependent Relationships in Ecosystems
Inheritance and Variation of Traits: Life Cycle and Traits
Weather and Climate
Engineering Design

Grade 4:

Energy
Waves: Waves and Information
Structure, Function, and Information Processing
Earth's Systems: Processes that Shape the Earth
Engineering Design

Grade 5:

Structure and Properties of Matter
Matter and Energy in Organisms and Ecosystems
Earth's Systems
Space Systems: Stars and the Solar System
Engineering Design

CNMI STANDARDS: SOCIAL STUDIES STANDARDS Grades K - 5th

Grade K: Spaces and Places

Grade 1: Communities and Culture

Grade 2: Choices and Consequences

Grade 3: People and Ideals

Grade 4: Change and Continuity

Grade 5: Rights and Responsibilities

DEVICE & INTERNET *Usage*

Computers & school electronic devices shall be utilized mainly for instructional purposes and not entertainment. Device usage must be reflected in the lesson plan. Please indicate the software's title or the website address. Personal use of internet access is not permissible. Downloading movies, music, or other non-educational documents and sites are prohibited.

Students who are on the internet need to be monitored at all times. Parents must sign a **PSS Technology Acceptable Use Policy** (included during the registration process) to be able to use the internet. PSS Sonic Firewall blocks sites that are not appropriate for students. However, there may be some sites that students can still access. PSS IT team monitors all sites visited using the school network or DSL lines. The team will immediately contact school administration for misuse of the services.

All students and parents must sign the **PSS MOU Student Household Device Loan Agreement and Expectations Form** to be able to use the device (mifi, ipad, netbook) provided for use in the classroom or at home.



EMERGENCY SIGNALS

****Emergency & All Clear announcement will be made on the school intercom system****

The school at any time may conduct drills during the school year to ensure all students and staff are aware of the proper warning signals and procedures for each emergency.

We expect our families to be aware of these evacuation procedures also to ensure our students follow them for their safety. Parents and guardians should not interfere with procedures to pick up their child (ren).

We are confident that our staff are competent to respond to emergencies properly to ensure your child(ren)'s safety.

The OES Emergency Team along with community emergency personnel revisits the emergency evacuation procedures periodically to ensure safety for all students and staff.

LOCKDOWN



Lockdown is appropriate for threats posed from outside or inside the building. These threats could include a violent person attempting to enter the school, a perpetrator already inside, a nearby criminal, or terrorist activity.

Active Shooter Emergency Procedures

Students, teachers, and staff in the event of an Active Shooter/Bomb Threat shall:

1. Remain calm!
2. Lock all doors.
3. Direct students to a position out of the line-of-sight of doors and windows.
4. Turn off room/office lights and remain quiet.
5. Students outside of the classrooms should move to the nearest safe location.
6. Staff are expected to know the **lockdown password** (*not published in this handbook for safety reasons*) in order for the Dept.of Safety and OES administration to be able to access the classrooms.
7. Wait for further instructions from the administrator/emergency personnel or for the All-Clear Signal.

SHELTER IN PLACE

Shelter-in-place is appropriate for threats posed by atmospheric contamination. These threats could include accidents or attacks involving chemical, biological or radiological hazards.

Bomb Threat Emergency Procedures

Students, teachers, and staff in the event of a Bomb Threat shall:

1. Remain calm!
2. Shelter in Place: Close and lock all exterior windows and doors to prevent inadvertent opening.
3. Teacher takes attendance and reports to the OES Admin.
4. Students will remain indoors unless evacuated by administrators or other emergency personnel.
5. Wait for further instructions from the administrator/emergency personnel or for the All-Clear Signal.

Volcanic Ash Fall-out Emergency Procedures

Students, teachers, and staff in the event of a Volcanic Ash Fall-out shall:

1. Remain calm!
2. Shelter in Place: Close and lock all exterior windows and doors to prevent inadvertent opening.
3. Teacher takes attendance and reports to the OES Admin.
4. In the event of a volcanic ash-fall, windows must remain closed and all air conditioners should be turned off.
5. Students will remain indoors unless evacuated by administrators or other emergency personnel.
6. Wait for further instructions from the administrator/emergency personnel or for the All-Clear Signal.

Earthquake Emergency Procedures



Students, teachers, and staff in the event of an Earthquake shall:

1. Remain calm!
2. Respond quickly by immediately going under the tables closest to them. Until such time that tremors have stopped, a campus-wide evacuation will be initiated.
3. The administrator will sound the Evacuation Signal to initiate the evacuation. Evacuation procedures shall be followed.
4. Once everyone exits the building, absolutely no person shall be permitted back inside the buildings until it has been declared safe to enter.
5. Wait for further instructions from the administrator/emergency personnel or for the All-Clear Signal.

EVACUATION

Evacuation is appropriate for a sudden or unexpected event or situation that requires immediate action to prevent harm, injury or illness to persons or damage to the school environment.

Fire Evacuation Emergency Procedures



- ★ **Safe Zone: Turtle Field (field closest to Head Start building)**
- ★ **Refer to the Evacuation Map (see p. 2)**

Students, teachers, and staff in the event of a Fire shall:

1. Remain calm!

2. Secure record books and attendance cards.
3. Evacuate all students out of the classroom and keep all doors closed and unlocked.
4. Proceed to the designated Safe Zone area.
5. Once at the designated area, be sure students remain in their lines as the teacher will be conducting a headcount.
6. Use the **OES Emergency Form** to account for all students present that day.
7. For any student not belonging to your roster, bring that student to the middle of the field for Attendance Staff or OES Admin to attend to.
8. Wait for further instructions from the administrator/emergency personnel or for the All-Clear Signal.
9. Everyone will be instructed if students will be dismissed or not.

Local Tsunami Evacuation Emergency Procedures



- ★ **Please Note:** *OES Admin or designated staff will make sound judgment based on the intensity of an earthquake, to initiate the Local-Tsunami Warning Signal. Oleai Head Start, K-5th grades walk to NMC campus.*
- ★ **To ensure the safety and accountability for all students and staff during the evacuation parent(s)/guardian(s) are to proceed to the Safe Zone to pick up their child once all are accounted for.**
- ★ **Safe Zone: NMC Campus**
- ★ **Refer to the Evacuation Map (see p. 2)**

*Students, teachers, and staff in the event of a **Local Tsunami** shall:*

Classroom Procedures:

1. Follow the **Evacuation Map** procedures.
2. All school staff will be wearing a safety vest and emergency backpacks will include the following: **Daily Attendance Record/Emergency Contact Information** and First Aid Kit.
3. Students line up quickly and quietly, exiting only through the identified exit door.
4. While students are leaving the room, the teacher should be conducting a visual check in the classroom to ensure students are accounted for.
5. The Emergency Form will be completed at the OES Safe Zone (Turtle Field).
6. Keep doors closed and unlocked.
7. Proceed to the Turtle Field for attendance check before proceeding to Gate #1 (in front of Oleai Street).

Whole-School Procedures: On Campus

1. OES Admin will sound the alarm/signal for a **Local Tsunami** Evacuation.
2. All homeroom classes and programs report to the Turtle Field before proceeding to Gate #1 (in front of Oleai Street).
3. All teachers on PREP will need to assist the CCLHS teachers in the event of an evacuation.
4. Classes will be lined-up according to grade-level (5th grade closest to building A).
5. Students will form one line.
6. Staff conducts the Attendance Accountability Procedures.
7. If all students are accounted for from the class/program, proceeding to Gate #1 (in front of Oleai Street).
8. Follow the lead of the person in charge.
9. Evacuation Break-up:
 - a. Identified Students: OES Van
 - b. Grades K-5th: Gate #1 to exit campus
10. OES Admin will initiate a campus clearance to ensure all building facilities are cleared.
11. Proceed to the identified Safe Zone - NMC Campus.

Whole-School Procedures: Safe Zone

1. Staff conducts the second Attendance Accountability Procedures.
2. Wait for further instructions from the administrator/emergency personnel.
3. Proceed to student dismissal.

Regional Tsunami Evacuation Emergency Procedures

★ **Please Note: Teacher and staff will be notified ahead of time if a Regional Tsunami is in place and then the OES Tsunami Warning Signal will ring to indicate the threat.**

★ **Regional Tsunami Evacuation is on-site. Parents will have 30 min. to pick-up their child on campus.**

*Students, teachers, and staff in the event of a **Regional Tsunami** shall:*

Classroom Procedures:

1. Follow Evacuation Map procedures.
2. Emergency backpacks must include the following: **Daily Attendance Record/Emergency Contact Information** and First Aid Kit.
3. Students line up quickly and quietly, exiting only through the identified exit door.
4. While students are leaving the room, the teacher should be conducting a visual check in the classroom to ensure students are accounted for.
5. The Emergency Form will be completed at the OES Safe Zone (Turtle Field).
6. Keep doors closed and unlocked.
7. Proceed to the Turtle Field.

Whole-School Procedures: On Campus

1. OES Admin will sound the alarm/signal for a **Regional Tsunami** Evacuation.
2. All homeroom classes and programs report to the Turtle Field.
3. All teachers on PREP will need to assist the CCLHS teachers in the event of an evacuation.
4. Classes will be lined-up according to grade-level (5th grade closest to building A).
5. Students will form one line.
6. Staff conducts the Attendance Accountability Procedures.
7. If all students are accounted for from the class/program, proceed to dismiss students (follow regular dismissal procedures).
8. OES Admin will initiate a campus clearance to ensure all building facilities are cleared.
9. Once all students have left and all campus buildings are secured, all staff may leave the campus.

TYPHOON/TROPICAL STORM



Typhoon/Tropical Storm Categories

Tropical Storm Categories	Typhoon Categories
<ul style="list-style-type: none">• Category A: "Weak Tropical Storm" MSW: 30-49 mph Peak Gust 40-64 mph• Category B: "Severe Tropical Storm" MSW: 74-95 mph Peak Gust: 65-94 mph	<ul style="list-style-type: none">• Category 1: "Minimal Typhoon" MSW: 74-95 mph Peak Gust: 95-120 mph• Category 2: "Moderate Typhoon " MSW: 96-110 mph Peak Gust: 121-139 mph• Category 3: "Super Typhoon " MSW: 111-129 mph Peak Gust: 140-164 mph

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Category 4: "Very Super Typhoon "
MSW: 130-156 mph
Peak Gust: 165-198 mph • Category 5: "Devastating Typhoon "
MSW: 157-194 mph
Peak Gust: 199-246 mph |
|--|---|

The typhoon/tropical storm procedures for the Public School System are as follows based on conditions declared by the Governor or appointed authority:

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, etc. in a safe place in your room where they will be protected from water damage.
- ☐ 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.**

FIELD Trips

FIELD TRIPS (See BOE Policy §60-20-515)

Field trips are recognized as an important component of the curriculum services and instructional programs at PSS. Classroom teachers are permitted to take their classes on field trips that are educational in nature and that relate to the curriculum being taught or to school-sanctioned extracurricular activities. Regulations and procedures governing field trips must be followed as established by the Commissioner of Education. No field trip shall be approved where a threat or hazard to the reasonable safety of the students exists.

In conducting educational field trips the following provisions will apply:

- 1. All students and chaperones must purchase travel insurance for all off-island field trips sanctioned by the Commissioner of Education.*
- 2. A minimum chaperone-student ratio of 1 to 10 is required for both on and off-island field trips.*
- 3. In a situation where there are mixed female and male students, adult male and female chaperones are required.*
- 4. No PSS student shall be allowed on a field trip without a specific, written parental permission slip. For each field trip the parent/guardian must be provided a written explanation of the location where the field trip will occur, the anticipated length of the field trip, who will be chaperoning the field trip, the anticipated method of transportation, the anticipated financial requirements that the parent/guardian will be required to shoulder, the anticipated instructional content and any anticipated costs to the parent of the field trip. In addition, for out-of-the-CNMI field trips, the student must show proof of valid medical insurance and provide parental consent to medical treatment before the student will be allowed to attend the field trip.*
- 5. All parental consent slips shall clearly state the date(s) that the consent covers and “blanket permission forms” (open-ended as to date, place to be visited, or instructional content and goals of field trip(s)) shall not be permitted.*
- 6. Vehicular transportation to the field trip site, or the airport for off-island field trips, shall be provided by either the individual student’s parent/guardian or by the Public School System vehicles designed to transport students. In no instance shall students be transported to or from a field trip site in the bed of a pick-up truck or in a PSS employee’s personal vehicle.*

Field trips are recognized as an important component of the instructional program. Classroom teachers are permitted to take their classes on field trips, provided they are educational in nature and relate to the curriculum being taught or are school-sanctioned extracurricular activities.

When instructional staff plan a field trip, the **PSS Educational Excursion Request Form** is submitted to the school administration at least two weeks in advance for review, planning, and concurrence. The form includes the purpose of the trip, requesting teacher(s), chaperones’ names, contact person’s name, etc. The approval of field trips using PSS’s bus transportation from the Office of Pupil Transportation (OPT) will depend on the availability of bus services. Otherwise, teachers are encouraged to contact a private busing service (PDI, Tasi Tours, etc.) to transport students. Please note that

these private companies charge a certain fee.

The teacher must prepare an activity package and coordinate the supervision of students who will not be participating in the field trip.

No PSS student shall be allowed on a field trip without a specific, written parental permission form. For each field trip, the parent/guardian must be provided a written explanation of the trip: purpose, location, duration, chaperone, and transportation waiver. A small fee may also be requested if required for transportation purposes.

All students must have a signed **Field Trip Authorization Form** (acknowledged in the beginning of the school year by the parent/guardian, see Student Registration). Prior to the event, teachers must also send out a **Parental Field Trip Consent Form** to provide parents/guardians information about the trip. This consent form must be concurred by the school administration. Emergency Cards must be in possession of the teacher during any field trip.

GRADING System

STANDARDS-BASED GRADING (See BOE Policy §60-20-545)

Oleai Elementary School uses Standards-Based Report Cards to report student progress quarterly. Additionally, Standards-Based reporting provides detailed feedback regarding the progress their children are making towards meeting specific learning standards at their grade level. This will allow parents and students to understand clearly what is expected of students and how to help them be successful in a rigorous academic program.

Teachers are expected to explain the grading system to their students and their parents/guardians early on in the school year (any transfer- in student applies also).

The Board of Education Regulations recommends that the measure of grades be based on a variety of factors, none of which should represent 50% of the grade earned by the student.

PER CONTENT AREA: ELA, Math, Science, Social Studies, and CCLHS

Category	Weights	OES Minimum Frequency
Classwork	40%	10
Homework/ Supplementals	20%	10
Quizzes/Tests	15%	3
Exams or PBL Projects (1 PBL Project Per Semester)	25%	2
Total	100%	

Students' ability to meet the learning standards will be determined by both their oral and written work. For each standard, rubrics (which outline specific characteristics of performance) have been written to help teachers identify whether the child is:

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)

- 1 Beginning – Student has limited knowledge or skill to meet the benchmark**
- 2 Developing – Student approaches grade level expectations on the benchmark**
- 3 Proficient – Student meets grade level expectations on the benchmark**
- 4 Advanced – Student exceeds grade level expectations on the benchmark**

Grading Rubric

Teachers use the following Rubric to determine students' performance level when grading classwork, homework, quizzes, tests, and projects.

	Total # of terms on assignment			
Performance Level	4	5	6	7
4	4	5	6	7
3	3	4	5	6
2	2	3	3-4	4-5
1	0-1	0-2	0-2	0-3

Performance Level	8	9	10	11
4	8	9	10	11
3	6-7	7-8	8-9	9-10
2	4-5	5-6	5-7	6-8
1	0-3	0-4	0-4	0-5

Performance Level	12	13	14	15
4	12	13	14	15
3	9-11	10-12	11-13	12-14
2	6-8	7-9	7-10	8-11
1	0-5	0-6	0-6	0-7

Performance Level	16	17	18	19
4	16	17	18	19
3	12-15	13-16	14-17	15-18
2	8-11	9-12	9-13	10-14
1	0-7	0-8	0-8	0-9

Performance Level	20	21	22	23
4	20	21	22	23
3	15-19	16-20	17-21	18-22

2	10-14	11-15	11-16	12-17
1	0-9	0-10	0-10	0-11

Performance Level	24	25	26	27
4	24	25	26	27
3	18-23	19-24	20-25	21-26
2	12-17	13-18	13-19	14-20
1	0-11	0-12	0-12	0-13

Performance Level	28	29	30	31
4	28	29	30	31
3	21-27	22-28	23-29	24-30
2	14-20	15-21	15-22	16-23
1	0-13	0-14	0-14	0-15

INCENTIVES, Awards, & Recognition

The intention of the award system is to recognize students and parents who have demonstrated exemplary achievement, participation, or have brought honor to the school and the community. The incentives, awards, and recognition inspire and motivate others to aspire for excellence. The recipients serve as positive role models worth emulating. The awards consist of certificates, trophies, plaques of appreciation, field trips and educational tours, and/or public commendation. It is the ultimate goal of this system to instill a deeper understanding and appreciation for the intrinsic value of awards more than its extrinsic value.

STUDENT AWARDS

Student Awards

1. Student of the Month (Flag Ceremony) **Monthly*
2. Perfect Attendance for the Month (Flag Ceremony) **Monthly*
3. Quarterly Awards (Classroom Recognition) **Quarterly*
 - a. Perfect Attendance Award
 - b. Turtle Excellence Award
 - c. Turtle Achievement Award
4. Excellence in Action Awards (Grades K – 5th) **End of the school year*
 - a. Perfect Attendance Award
 - b. Citizenship Award
 - c. Turtle Excellence Award
 - d. Turtle Achievement Award
 - e. Extra Curricular Activities
5. Trilateral Awards (Reading and Math) **End of the school year*
 - a. Meeting Projected Scaled Score: Reading and Math ** In class*
 - b. On or Above Goal on: Reading and Math ** End of the Year*
- 5th Grade Promotional Ceremony (Grade 5) **End of the school year*
 - a. Leadership Award

Parents and Community Awards

1. Parent/Community Member of the Month

AWARD CRITERIA



Student of the Month (Monthly)

- Has good standing attendance
- Has no referral record for disciplinary action during that month
- Always adheres to classroom rules and school policies
- Demonstrates positive action/attitudes at all times
- Exhibits academic effort in all subjects
- Most improved

Turtle Excellence Award (Quarterly)

- Core Subjects ALL 4s (Final Average Per Subject)
- CCLHS 3 or 4 (Final Average)
- PE 3 or 4 (Final Average)
- No Disciplinary Referrals **Attendance Alerts are not included*

- ESLRs 3s or 4s
- STAR Reading or Math: on or above grade level

Turtle Achievement Award (Quarterly)

- Core subjects 3s OR 4s (Final Average Per Subject)
- CCLHS 3 or 4 (Final Average)
- PE 3 or 4 (Final Average)
- No Disciplinary Referrals *Attendance Alerts are not included
- ESLRs 3s or 4s
- STAR Reading or Math: on or above grade level

Turtle Excellence Award (End of the Year)

- Received Turtle Excellence Award in ALL Quarters

Turtle Achievement Award (End of the Year)

- Received Turtle Achievement Award in ALL Quarters

Perfect Attendance Award (Quarterly and End of the Year)

- Must be attending OES throughout the quarter *quarterly
- No daily tardies (morning and transition times)
- No unexcused and excused absences

Citizenship Award (End of the Year)

- Show a positive attitude towards classmates, school and community
- Display an understanding and appreciation of civic responsibility
- Possess strength of character and the courage to do what is right
- Participates in school and/or community service
- Promotes citizenship with their school or community through other activities
- NO Disciplinary Referrals throughout the school year

Leadership Award (5th Grade Promotion Ceremony)

- No Disciplinary Referrals
- Is an exemplary student (follows school and classroom rules)
- Goes out of the way to help others: students, teachers, parents, and the community
- Leads by example
- Kind and caring to all

Parent Champions (End of the Year)

- Actively participates in school activities.
- Demonstrates active support to their children's educational process.
- Volunteers services and provides support to school needs.
- Serves as a positive role model in the community.

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

MID-PROGRESS REPORTS & Report Cards

MID-PROGRESS REPORTS

Mid-Progress Reports and Report Cards are posted online and/or printed out quarterly. Therefore, it is necessary to submit grades weekly and on time when due to prevent any delays in the printing of these reports. Every report is generated by the homeroom teacher and an electronic file is requested to be sent via email to the administrators.

Mid-Progress Reports: Mid-Progress Reports are issued out midway each quarter. A Parent-Teacher Conference (PTC) is required during Mid-Progress PTC distribution for 1st to 4th quarter. Parent/Guardian(s) are informed of their child's Mid-PTC scheduled time through the **Parent Mid-PTC Invitation**. The progress report indicates whether or not the student is progressing in their cognitive and affective domains. All teaching staff (homeroom teachers, teacher aides, instructors, program teachers, and counselors) are expected to be present during all scheduled Mid-Progress PTCs. Attendance of parents/guardians is taken and submitted to the office. Attendance and teacher accountability in communicating their students' progress will also be monitored; therefore, low parent attendance may be a concern and needs intervention by the teacher or administration. If parents do not show up, the procedure is to schedule an appointment to meet. The last resort is to conduct a Home Visit. Inform the administrator to ensure another staff member is present during your Home Visit.

REPORT CARDS

The Standards-Based Report Card includes the ESLRs (Expected School-Wide Learning Results) Report Card and is issued out to students at the end of the quarter unless a parent-teacher conference is needed. Inputting of final ratings of students' ESLRs are included when grades are due. 4th Quarter Report Cards will be withheld for those students with library/textbook/device obligations.

IEP PROGRESS REPORT

If a student is on an Individualized Education Plan (IEP), an accommodation in their curriculum and assessment is created by the IEP team. An IEP Progress Report is given to the parents quarterly regarding the child's progress towards his or her identified goals.

MULTIMEDIA & Technology Usage

Technology in the classroom can be a useful and effective teaching method, when it is used appropriately. If technology is abused or misused in the classroom, it can be detrimental to the learning process. Rated R and PG 13 movies must not be shown in the classrooms. Teachers must complete a **Movie Request Form** for any non-educational media footage requested to be shown or is not part of the instructional resources subscribed by the school. Concurrence from the administrator must be obtained 2 days prior to viewing, otherwise, the request will not be approved. Media shown in the classroom must tie in with the lesson(s) taught. This must also be included in your lesson plan or the justification is clearly stated in your request. Please be responsible and use discretion when choosing media footage for your class.

- 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 full regulations under Title 60: Board of Education at cnmilaw.org***

PARENT & COMMUNITY Involvement



BOE recognizes the important partnership roles that parents and the community play in the education of children. “Community” refers to any citizen, government agency, non-profit group, and private businesses. The development of effective educational programs and services rests on the collaborative effort of the school, home, and the community. The sharing of experiences and ideas in an atmosphere of trust and cooperation will lead to the development and delivery of services and programs that are consistent and congruent to the needs and challenges of our children and society.

To ensure the guaranteed participation and involvement of parents in the education of their children, it is the policy of the BOE that all CNMI public schools shall have parent-school organizations every school year and their affairs shall be governed by their respective by-laws.

BOE hereby directs the Commissioner of Education to establish necessary measures that will ensure the participation and involvement of school personnel in their respective parent-school organization. However, the participation and involvement of school personnel in their respective parent-school organization shall not take precedence over their responsibilities. Every effort shall be taken to ensure that the activities of the organizations do not place in jeopardy the normal school operation and the delivery of services to the students.

BOE further directs the Commissioner of Education to direct all public schools to incorporate into their annual plans the participation and involvement of the community in the education processes. OES further expanded this collaborative networking during the school year 1995-1996 to emphasize the importance of student participation in school governance. The parent school organization was amended to what is now known as OES Parent-Teacher-Student Association (PTSA).

RIGHTS & Responsibilities

STUDENTS' RIGHTS & RESPONSIBILITIES

It is the policy of the Board of Education that 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.

Among these rights every student has the right to:

- ❖ An education in a safe and reasonably comfortable surrounding.
- ❖ Be informed regularly of his academic standing and the basis for it.
- ❖ Be informed of the rules and standards of the school.
- ❖ Be respected by school staff.
- ❖ Due process by being informed of the rule they have violated, being presented with the evidence against them, and being heard regarding their side of the story.
- ❖ Among the responsibilities every student has the responsibility to:
 - ✓ Attends school on a regular and timely manner.
 - ✓ Learn and follow school rules, policies, and standards of conduct.
 - ✓ Respect the rights and feelings of others.
 - ✓ Care for public property and property of others.
 - ✓ Use available opportunities to learn.
 - ✓ Complete assignments promptly and as neatly and accurately as possible.
 - ✓ Replace lost or damaged instructional/library materials issued to the students.

PARENT/GUARDIAN RIGHTS & RESPONSIBILITIES

Parents have the right to:

- ❖ Receive information regarding their child/children's progress.
- ❖ Have access to the written policy which sets forth the philosophy of the school regarding student behavior and procedures for disciplinary action.
- ❖ Review the material in their child(ren)'s cumulative folder.
- ❖ Be informed if students are to be tested.
- ❖ Have the test score interpreted to them in terms that can be understood.
- ❖ Communicate with teachers.
- ❖ Have the grading policy clearly explained
- ❖ Have psychological testing and testing for special programs done, if appropriate

Parents have the responsibilities to:

- ❖ Ensure that their child's emotional and physical needs are met.
- ❖ Make the teachers and school officials aware of problems the student may be encountering that might affect his/her progress or behavior.
- ❖ Ensure that their child attends school regularly and arrives on time.

- ❖ Acquire an understanding of school rules and policies that directly affect the child.
- ❖ Show interest in what their children are studying in school and be kept informed of pupil progress.
- ❖ Work closely with the teacher and/or administrators to resolve problems that their child is creating.
- ❖ Support school programs, activities and organization.
- ❖ Keep informed of what is happening at school in terms of programs and curriculum.
- ❖ Monitor their child's academic and social well-being through parent-teacher conferences and other means (reports, phone calls, etc.).
- ❖ Help the student develop an appreciation of the value and importance of education.
- ❖ Assist with homework where necessary and make sure that it is finished and returned to school.
- ❖ Keep up-to-date with pending obligations and assist to clear those obligations (library book, lunch meal, etc.)

SCHOOL BUS RIDER Rules, Procedures, & Expectations

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.cnmipsssoare.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.

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.

<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.

Village Bus Stop Expectations



Bus Riders must be at the designated bus stops before 7:00 a.m.
Bus riders must adhere to the expectations set forth by the Pupil Transportation Department at the Bus Pick-Up Area to ensure safety of all riders.

OES Bus Waiting Area Expectations



I Can...

- **line up quietly.**
- **stay in my bus line.**
- **speak softly.**
- **keep my hands and feet to myself.**

SCHOOL CAMPUS-WIDE RULES, Procedures, & Expectations

RESTRICTED AREAS

Oleai Elementary School established RESTRICTED AREAS to prevent students from entering unauthorized areas where only staff are allowed or areas identified as safety concerns. Students may be disciplined appropriately for entering such areas:

- Staff Lounge
- Main Office (behind counters)
- Staff Restrooms
- Building Rooftops
- Campus Storages
- Maintenance Storages
- NOC (Network Operating Center) Room
- Areas without staff permission/supervision: fields, parking lots, behind buildings, etc.
- Buildings/Rooms identified as "Restricted"

CAFETERIA RULES & PROCEDURES

Food & beverages served in the cafeteria must be consumed in the cafeteria and cannot be taken out by students except for unopened drinks and uneaten fresh fruits.

Parents, please be reminded that the cafeteria is a student cafeteria. Supervisors are stationed in the cafeteria to monitor and assist students if needed. Together, let's build our students' independence.



Breakfast:

- Cafeteria staff will serve breakfast between 7:00-7:30 a.m. Breakfast will not be served after 7:30 a.m.
- Walk safely at all times - absolutely NO running or playing in the cafeteria.
- Stay in line and wait patiently for your turn.

- Use your time wisely when eating breakfast.
- Speak softly...NO shouting!
- Observe good eating habits.
- Dispose of all trash and leftover food properly.
- Report immediately to your class when finished.

Lunch:

- Lunch schedule for each grade level is to be observed.
- Stay in line and wait patiently for your turn.
- Walk safely at all times - absolutely NO running or playing in the cafeteria.
- Sit at your assigned tables and stay with your class.
- Observe good eating habits.
- Speak softly. NO shouting!
- Dispose of all trash and leftover food properly.
- Follow your teacher's expectations.
- Exit through the door on the left side of the cafeteria.

PLAYGROUND RULES & CONSEQUENCES



General Rules

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

Specific Equipment Rules

- **Swings:** Sit on the swing, hold on with both hands, and do not jump off while it is moving
- **Slides:** Slide down feet first, one at a time. Do not climb up the slide
- **Pull-up/Monkey Bars:** OFF LIMITS for Kindergarten through 2nd grade students. Students should follow the “How to do the Monkey Bars” guide below: **(DO WE WANT TO OPEN UP MONEY BARS?)**



SCHOOL Governance

The school operates under governance and leadership that promote and support student performance and school effectiveness. OES administration works closely with PTSA (Parent-Teacher-Student Association) to review school-level policies and practices that directly affect the school's purpose and direction. Monthly PTSA meetings are held every second Tuesday of the month. In SY17-18, OES PTSA implemented the PTSA Membership to 1. increase and put value to parent participation and engagement in activities throughout the school year and 2. provide start-up funds for the new school year. Each family and staff at OES are considered to be members of our PTSA and are encouraged to participate in the program which includes a \$5 membership fee to support PTSA's goals.

STUDENT Activities



The following activities may occur upon availability, but not limited to the following:

SPECIAL OES STUDENT ACTIVITIES

Field Day – Christmas Program and Activities – Spirit Week – Geography Bee – Spelling Bee – Movie Night - Nutrition Week – Adopt-a-Beach – PTSA End of Year Fundraiser: Family Fun Day/Cultural Day – STUCO Spirit Week and Elections – Take a Child to Work – Box Tops – Walk for Life – Earth Day – Halloween Activities - Career Development Week– STEM Fair - Family Reading Night – Reading with the Stars – Pizza Night fundraisers - Halloween Events - Extra Curricular Sports - etc.

COMMUNITY-SPONSORED STUDENT ACTIVITIES

Academic Bee Challenge - Christmas in the Marianas Competitions - MathCourt - My Wave Activities - Scripps Regional Spelling Bee - BECQ Beach Clean-up - Environmental Expo - Primary Grade Forensic Competition (PGFC) - American Red Cross Walk-a-thon - DYS Community Contests - DPS Law Enforcement Open House - etc.

STUDENT Attendance



Regular and punctual attendance will be required of each student enrolled in the CNMI Public Schools, as is required of the staff and faculty of OES. The Public School System recognizes that absence from school or work is occasionally unavoidable. However, every effort should be made by students, parents, teachers, and school administrators to keep absences and tardiness to a minimum.

OES ATTENDANCE ALERT PROCESS



Number of Absences and Tardies	Action(s)
3-6 days	<ol style="list-style-type: none"> 1. Student -Teacher Conference. 2. Parent-Teacher Conference: On the 3rd or 4th absence/tardies, teacher completes the Attendance Alert Form (Notice #1) with meeting details set by the teacher.
7-12 days	<ol style="list-style-type: none"> 1. Parent-Teacher-Admin Conference: Teacher completes the Attendance Alert Form (Notice #2) with meeting details set by school administrators. 2. Counseling Intervention. 3. Referral to SARC: 10 unexcused absences <p>Note: Evidence gathering for Counseling Referral and/or SARC Referral.</p>
13-19 days	<p><i>If unexcused/excused absences and tardiness continues:</i></p> <ol style="list-style-type: none"> 1. Teacher-Parent-Admin Status Meeting. 2. Counseling Intervention Follow Up 3. Referral to SARC (Student Attendance Review Committee).
20+ days	<ol style="list-style-type: none"> 1. Active SARC Case: Parent-Teacher-Admin-SARC Conference. 2. Admin provides updates to SARC on attendance status.
25+ days	<ol style="list-style-type: none"> 1. Parent-Teacher-Admin-SARC Status Meeting. 2. Admin provides updates to SARC on attendance status. 3. Retention meeting with Teacher-Parent-Counselor-Admin.

Note: Before **Attendance Alerts** are sent home: a. The teacher inputs in the online **Attendance Alert Tracker** and tracks updates; b. School administration acknowledges the form before being sent home.

PSS BOE ATTENDANCE POLICY (See BOE Policy §60-20-420)

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.

It is important that the habit of punctuality be modeled early on, most especially by parents. Late arrival means students miss important instructions for the day and any accommodations to catch up interrupts teaching and learning time.

Students with unexcused absences or tardies will not be given any make-up work.

For students who will be absent due to off-island trips during school days, a written request is highly encouraged three or more days in advance so that office personnel and your child's teacher can be informed of such absences to be considered for makeup work. The administration has the authority to make determinations of whether or not an absence will be considered excused or unexcused and if make-up work will be granted or not.

All students who participate in school-sanctioned activities that remove the student from regular classroom attendance should be considered as present. However, students must make up any lesson or assignment missed as a result of the activity.

The responsibility of student attendance rests solely on parents/legal guardians and their children. However, it is the responsibility of school personnel to monitor and intervene with parents/ legal guardians and affected students immediately when poor attendance patterns emerge. However, school personnel are obligated to refer excessive student absences and tardies to the School Attendance Review Committee (SARC), a committee comprised of school personnel (principal, vice-principal, and counselor), SARC personnel, Department of Public Safety, Department of Youth Services, PSS counselors, etc. who will then intervene as required by law.

Attendance and Approved School Zone Waiver Requests: If a student is approved to attend OES despite zoning and previous interventions that did not yield reasonable improvement to the student's attendance, the principal may initiate a "mandatory withdrawal" of the student to their in-zone school. Home visits will be conducted when deemed necessary by the administrator.

TRUANCY & EDUCATIONAL NEGLECT PROCEDURES (See BOE Policy §60-20-426)

(a) Truancy

(1) The principal upon receiving a report from a teacher that a student has accumulated two unexplained absences shall immediately provide counseling to the truant student and promptly issue a truancy report to the student's parent/guardian with a copy provided to the Commissioner of Education. The report shall include recommendation(s) by the school prescribing corrective measures for parent/guardian and student. Any repeated truancy by the student shall be reported to the Division of Youth Services, Community and Cultural Affairs Offices for counseling and other necessary actions, and parent-teacher conferences may also be held.

(2) The Division of Youth Services shall have access to student records with or without prior parent/guardian approval as stated in § 60-20-428. However, such privilege is limited only to the particular case worker and/or counselor assigned to the case.

(3) All communication with a student's parent/guardian and student contact and reports from referral agencies must be accurately recorded in writing and filed in the student's cumulative folder.

(b) Educational Neglect

(1) Commonwealth law requires that any parent, guardian or other person responsible for a child between the age of six and sixteen shall send the child to a public or nonpublic unless the Commissioner of Education grants a waiver. 3 CMC § 1141.*

(2) Educational neglect may be defined as when a person who is responsible for a child six through sixteen who through willful or negligent act or omission fails to provide the child with adequate supervision to ensure attendance at school. Individuals who commit educational neglect are subject to criminal prosecution in accordance with the law.

(3) School employees who suspect that a child is subject to educational neglect shall report this as soon as possible to the principal/designee.

(4) The principal/designee shall review the report and confer with the parent/guardian to resolve the situation. When appropriate, a school counselor, social worker, or nurse may be instructed to offer any appropriate social or health services.

(5) If appropriate school intervention does not correct the student's truancy, and reasonable cause for educational neglect has been determined, the principal/ designee shall call the Division of Youth Services and report the alleged child educational neglect. A report of this call shall be forwarded to the Commissioner and carbon copied to PSS legal counsel.

EARLY DISMISSAL OF STUDENTS (See BOE Policy §60-20-424)

Student Early Dismissal Procedures

(a) The following procedures apply:

(1) Early dismissal of a student may be approved only by the building principal/designee. (2) Requests for early dismissal must be in writing, signed and dated by a parent/guardian unless there is an emergency. In such cases, telephone requests for early dismissal of a student shall be honored only if the caller can be positively identified as the student's parent/guardian.

(3) Children of single-parent families will be released only upon the request of the custodial parent; i.e., the parent whom the court holds directly responsible for the child, and who is identified as such on the school record.

(4) The parent or guardian removing the student before the end of the school day shall go to the school's office and complete a log entry.

(b) Additional precautions may be taken by the school administration, appropriate to the age of students, and as needs arise.

(c) Parents/guardians have the obligation to advise and provide up-to-date documentation to the building principal regarding any change in the legal and/or physical custody of the student. The building principal, at all times, has the authority to investigate and confirm the custodial status of a parent/guardian if the principal has inadequate information or reason to suspect that false or incomplete information has been provided to the PSS.

(d) Students shall not be permitted to answer any personal phone calls, except those from the parent/guardian or other persons having legal custody of said pupils. Emergency messages will be delivered to the students.

STUDENT Behavior & Responsibilities

The PSS Board of Education vests in its school administration and school personnel the power to establish student behavior rules and regulations necessary to create and preserve conditions essential to the orderly operation of the school. Students are required to obey all rules and regulations pertaining to students of Oleai Elementary School. They are also required to apply themselves to the established course of study by:

- Being prompt and regular in attendance
- Completing school assignments on time
- Paying attention to the teacher
- Respecting the authority of the administration, faculty and staff of Oleai Elementary School
- Safeguarding the property of the school
- Respecting the rights and privileges of other students in the school community

ANTI-BULLYING POLICY (See BOE Policy §60-20-403)

(a) 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.

(b) Definitions

(1) As used in this regulation, "bullying, harassment, or intimidation" means intentional conduct, including verbal, physical, or written conduct or an intentional electronic communication that creates a hostile educational environment by substantially interfering with a student's educational benefits, opportunities, or performance, or with a student's physical or psychological well-being and is:

(i) Motivated by an actual or a perceived personal characteristic including race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, or physical or mental ability or disability;

(ii) Threatening or seriously intimidating;

(iii) Occurs in a school setting and/or with school property; and

(iv) Substantially disrupts the orderly operation of a school.

(2) Examples of bullying may include but are not limited to:

(i) Physical: hitting, kicking, pushing, shoving, getting another person to hurt someone; (ii) Verbal: racial slurs, name-calling, teasing, taunting, verbal sexual harassment, gossiping, spreading rumors; or

(iii) Non-verbal: threatening, obscene gestures, isolation, exclusion, stalking, cyber-bullying (bullying that occurs by means of electronic communication).

(3) "Electronic communication" means a communication transmitted by means of an electronic device, including a telephone, cellular phone, computer, or page.

(4) "School setting" means in the school, on school grounds, in school vehicles, at a designated school bus stop or at any activity sponsor, supervised or sanctioned by the school.

(5) "School property" means the school computer or telephone and encompasses the use of electronic technology at a public school.

(c) Complaints

(1) Any student who believes that he or she is a victim of bullying should report the matter immediately to the building principal. If the student feels more comfortable speaking to someone other than the building principal, the student may inform any teacher, counselor or the PSS EEO Officer. If the situation is not satisfactorily resolved by the building principal, the student or parent should contact the PSS EEO Officer.

(2) There will be no retaliation against, or adverse treatment of any student who uses this procedure to resolve a concern when such a complaint has been brought in the good faith belief that the complainant has been subjected to bullying.

(3) The responsible administrator shall follow up regularly with the complaining student to ensure that the bullying has stopped and that no retaliation has occurred.

(d) Discipline/Consequences

(1) Any student who engages in bullying while on school property or while participating in school activities will be subjected to disciplinary action, up to and including expulsion.

(2) Any employee who permits or engages in bullying of students will be subject to disciplinary action, up to and including dismissal.

(3) Any employee who receives a complaint of bullying from a student and who does not act promptly to 43

forward that complaint to the principal and PSS EEO Officer shall be disciplined appropriately.

(4) Any student who brings a false charge of bullying shall receive appropriate discipline.

The terms "false charge" means charges brought in bad faith, that is, without the good faith belief that one has been subjected to bullying. The term "false charge" does not include a charge that was brought to be good faith but which the PSS was unable to substantiate.

The PSS EEO Officer will be available to answer all questions regarding this regulation or its implementation.

(e) Enforcement: Each building administrator is responsible for maintaining an educational and work environment free from bullying. Principals shall take appropriate action to ensure that the students are aware of and knowledgeable about these policies and that discipline action is taken whenever warranted. In accordance with their responsibilities, each building administrator, or his/her designee, shall take appropriate actions to enforce the PSS's bullying policy.

STUDENT Cell Phone & Electronic Devices

Students are not allowed to bring any cellular phone or personal electronic devices without an approved **Cellular Phone and Electronic Device Waiver Form** (annually requested) by the principal. These forms are only available in the office.

- **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.**

STUDENT Clubs

STUDENT COUNCIL

The purpose of STUCO is to represent the student body, help improve educational standards, promote good relations and communication, improve morale, develop good leadership and citizenship, give students the opportunity to gain experience in leadership, promote the orderly direction of student activities, inform students of their rights, and work for the common good of the students and the school.

STUCO consists of two main parts: the representative assembly of students, and committees. Officers are elected at the beginning of each school year by student vote. Only these officers and representatives or alternates may vote in the representative assembly. However, all students are welcome to attend and participate in meetings of the STUCO representative assembly, and to work as members of the various committees. All members are expected to attend and participate in PTSA meetings during the school year.

YOUTH ADVISORY PANEL (YAP)

In collaboration with the school counselor, YAP consists of members of students from grades 3-5 who demonstrate leadership abilities within their classroom or grade level. The main goal of YAP is to raise awareness about the protective and risk factors associated with bullying as well as providing periodic health alternative activities that promote the prevention of bullying on campus. Such activities include Red Ribbon Week, Random Acts of Kindness Week, and No Name-Calling Week.

NATIONAL ELEMENTARY HONOR SOCIETY (NEHS) *TURTLE CHAPTER*

The National Honor Society was established in 2008 with two primary purposes: to recognize students who have achieved academic excellence and demonstrated responsibility in their lives, and to engage those students, through the work of the chapter, in service and leadership development activities. NEHS is a student recognition program for elementary schools and students in grades 4 and 5 that acknowledges the achievements of students and engages them in their education in ways that add value to their lives. NEHS is designed to work hand-in-hand with teachers and administrators.

Membership is extended to those who meet the requirements as stated in the NEHS

handbook and is open to all students in grades 4th and 5th. All members are expected to attend PTSA Meetings during the school year.

MY WAVE CLUB

OES MyWAVE Club was established SY14-15 to encourage students to be aware of the importance of the tourism industry. The club consists of students from the upper grades. Students actively participate in events sponsored by the Marianas Tourism Education Council (MTEC).

STUDENT Certification & Transcript Requests



Requests for student certification or transcript must be made 3-5 days in advance in order for office staff to be given sufficient time to prepare the document(s).

Description and Fees:

Photocopy (black and white) (per page): \$.25 *applies to all photocopying requests

Photocopy (color) \$.50 *applies to all photocopying requests

Certification Letter for NAP (Nutrition Assistance Program): FREE

Other Certification: \$1

Official Transcript (enclosed): \$5

Local Transmittal (Facsimile): \$.25

STUDENT DEVICES: MiFis, iPads, & Netbooks



Devices such as MiFis, ipads, and netbooks are available for student use in the classroom and home. Before releasing devices to students, a **Student Household Device Loan Agreement Form** must be acknowledged/signed by the parent or guardian. Homeroom teachers use the online tracker(s) provided by school administration to monitor devices being released/returned, damaged/missing, or may need replacing. Students' names must be inputted in the beginning of the school year and cleared two weeks before the school year ends. For any damages incurred by the student, the teacher must notify school administration IMMEDIATELY. School administration will contact the parent(s)/guardian(s) on ways to replace or repair the device. Parents will have to acknowledge/sign the **Device Promissory Form** (a copy of the signed form must be filed in the main office). A student's 4th quarter report cards, certificates, transcripts, and transfers/registration will be held until cleared.

STUDENT DISCIPLINE

Day to Day Discipline (See BOE Policy §60-20-440)

Principals and appropriate personnel are specifically authorized by this policy to impose or recommend day to day discipline including, but not limited to, in-house detention, parent conferences, counseling sessions, campus clean up, community service, required apologies, behavior intervention plans, and any reasonable creative disciplinary reasons.

Each teacher is responsible for the discipline of students in and out of the classroom and during school-sponsored activities, wherever they may be held. Referring a student to the office is done only after classroom-level discipline procedures have been exhausted without positive results, supported by consistent documentation of all corrective actions.

School-Wide Discipline Plan

It is expected that every child will behave in a manner that allows all children the opportunity to learn to their maximum potential. This requires responsible behavior in class, on the playground, on buses, and in other school-related activities. If situations develop whereby a student's behavior is so disruptive that it interferes with the learning and safety of others, appropriate action will be taken. Every teacher and staff will be guided by the **PSS Discipline Referral Procedure (see next page)** to determine Classroom Managed and Office Managed referrals.

PSS DISCIPLINE REFERRAL PROCEDURES

CNMI Public School System Discipline Referral Procedures

Observe Behavior

Is the behavior **classroom** or **office** managed?

1st Offense: Verbal Reminder
Clarify inappropriate behavior and redirect student by providing positive choices.
(Teacher Documented)

2nd Offense: Corrective Action
Redirect student behavior and provide reminder of consequences. Utilize positive/negative reinforcement strategies.
(Parent Notified / Teacher Documented)

3rd Offense: Consequence & Intervention
Issue appropriate consequence, continue corrective action and seek intervention.
(Parent Notified / Teacher Documented / Counselor Consulted)

4th Offense: Referral & Intervention
Teacher will place an office referral on student desk as a last attempt to correct behavior. If behavior is not corrected, referral is made to the school counselor for additional support & intervention.
(Parent Notified / Teacher Documented / Counselor Consulted)

Final Offense: Office Referral
Referral will be made to the office along with documentation from the teacher. The principal or designee will initiate the Office Managed Discipline Procedure in consultation with the classroom teacher and school counselor.
(Parent Notified/Administrator Documented)

Step 1
Investigate referral. This shall include review of referral, documentation and incident reports from teacher and/or counselor.

Step 2: Discipline & Corrective Action
Principal/designee will dispense consequences in accordance with BOE Discipline Regulations and consult with appropriate staff to plan corrective measures.
(Parent / Teacher Notification)

Step 3: Due Process
Principal/designee shall initiate due process with student and family in accordance with BOE Regulations. This may include behavior contracts, agreements and possible appeals.
(Parent & Teacher Notification)

Step 4: Corrective Action & Monitoring
Principal/designee shall confer with teacher/counselor to monitor progress of corrective measures and/or intervention.
(Incident Report Submission)

Step 5: Suspension or Expulsion
Principal/designee shall exhaust all resources and seek intervention before recommending a student for suspension or expulsion. Should a student be expelled or suspended, the principal or designee will initiate the Child Study Team for a decision.
(Child Study)

CLASSROOM MANAGED

Progressive Discipline

- Preparedness
- Classroom disruption
- Bullying
- Horse play
- Refusing to work
- Unhealthy snacks
- Swearing
- Inappropriate behavior
- Dress code violation
- Technology violation
- Truancy/tardiness
- Cheating
- Physical aggression
- Profanity
- Most BOE Category I Offenses

Note: Teachers are required to employ positive discipline, corrective measures and provide intervention for behavior issues. These strategies are not listed in this referral chart, but shall be found in school discipline/management procedures.

OFFICE MANAGED

Automatic Disciplinary Action

- Alcohol/Drug Possession/Use
- Assault/Battery
- Fighting
- Possession or use of weapon
- Smoking
- Vandalism/Theft
- Gambling
- Sexual harassment sexual battery
- Profanity against school personnel
- Serious threats against school/personnel
- Gang related activities without permission
- Betel nut chewing
- BOE Category II & III offenses

Note: See BOE Student Policy Regulations for due process procedures.

Discipline procedures must build upon the USDOE Guiding Principles:

- #1 Climate and Prevention
- #2 Clear, appropriate and consistent expectations and consequences
- #3 Equity and continuous improvement

OFFENSE CATEGORIES (See BOE Policy §60-20-446)

In the BOE School Policy, there are Student Disciplinary Code offenses for which students may be subject to suspension/expulsion at any time, regardless of the number of referrals.

(a) Category I – Examples of offenses which may result in suspension:

- 1 Academic dishonesty (cheating on tests, copying term papers, forging signature of teacher or parent)
- 2 Disrespect to teacher / staff
- 3 Gambling
- 4 Harassment, including, but not limited to, nuisance phone calls to students or staff members; continued comments or passing unofficial notes to another individual who wishes not to hear or receive the notes
- 5 Igniting matches (when not part of the instructional program)
- 6 Refusing to cooperate with school transportation regulations
- 7 Refusing to cooperate with school rules and regulations
- 8 Refusing to serve detention
- 9 Tardiness (class/classes)
- 10 Tardiness (school day)
- 11 Truancy (class/classes)
- 12 Truancy (school day)
- 13 Possession and/or use of tobacco or cigarette rolling papers
- 14 Possession and/or distribution of drug paraphernalia
- 15 Excessive foul or abusive language
- 16 Possession and/or distribution of pornography
- 17 Failure to assume responsibility for, or to control his/her behavior

(b) Category II – Examples of offenses for which the student will normally be suspended and which may result in expulsion and referral to law enforcement

- 1 Assault on a student
- 2 Chronic disruption of the school program and/or activities
- 3 Bullying
 - (i) Physical - includes hitting, kicking, tripping, pinching, and pushing, or damaging property
 - (ii) Verbal - includes name calling, insults, teasing, intimidation, homophobic or racist remarks, or verbal Abuse
 - (iii) Social - includes:
 - (A) Lying and spreading rumors
 - (B) Negative facial or physical gestures, menacing or contemptuous looks
 - (C) Playing nasty jokes to embarrass and humiliate
 - (D) Mimicking unkindly
 - (E) Encouraging others to socially exclude another
 - (F) Damaging someone's social reputation or social acceptance
 - (iv) Cyber - includes:
 - (A) Abusive or hurtful texts, emails or posts, images or videos
 - (B) Deliberately excluding others online
 - (C) Nasty gossip or rumors
 - (D) Identity theft: imitating others online or accessing their content
- 4 Possession and/or use of electronic devices are prohibited without prior and written approval from the school principal
- 5 Destruction and vandalism of school property, personal property of students and/or faculty

6 Receipt, sale, possession or distribution of property stolen from C.N.M.I. Public School System valued less than \$300

7 Distribution, attempt to distribute, or possession with intent to distribute a non-controlled substance upon the representation that the substance is a controlled substance.

8 Extortion less than \$300

9 False fire alarm/false fire report

10 Harassment for any reason including, but not limited to, sex, sexual orientation, color, race, religion, national origin, and disability

11 Indecent exposure

12 Participating in, or inciting, a school disruption

13 Possession and/or detonation of an incendiary or explosive material and/or device (firecracker or greater)

14 Possession, use or distribution of controlled substance-related paraphernalia (other than betel nut or cigarette rolling papers (see Category I)

15 Theft and/or knowingly possession stolen property

16 Trespassing on school property

17 Possession and/or use of tobacco or cigarette rolling paper, repeated offense

18 Possession and/or use of betel nut (pugua) and/or betel nut paraphernalia, repeated offense

19 Fighting

20 Conspiracy involving two (2) or more persons to commit a Category II offense

21 Arson

22 Conspiracy between two or more persons to commit a category III offense

23 Destruction and/or vandalism of school property, personal property of students and/or faculty valued at more than \$300

24 Receiving, selling, possessing or distributing property stolen from the C.N.M.I. Public School System valued at \$300 or more

25 Distribution and/or sale of alcohol

26 Distribution and/or sale of controlled substances (illegal drugs), excluding betel-nut

27 Possession or use of a weapon or look alike weapon of any kind (other than a firearm) including, but not limited to, knives, throwing star, straight razor, nunchaku, spiked glove, spiked wristband, or any mace, tear gas, or pepper-spray derivative. Mace, tear gas, and pepper-spray derivative may be carried with prior, written approval from the Commissioner of Education

28 Extortion of \$300 or more

29 Possession of alcohol

30 Possession of illegal drugs, excluding betel nut

31 Prescription violation (misuse of properly prescribed medicine including, but not limited to, such drugs as amphetamines and barbiturates). Possession of prescription drugs without prior authorization for prescribing medication (office policy)

32 Robbery

33 Use of alcohol, under the influence of alcohol, or showing evidence of having consumed

alcohol

34 Use of intoxicants which cause a loss of self-control or inebriation which include, but are not limited to, glue and solvents, excluding betel-nut

35 Violent behavior which creates a substantial danger to persons or property

36 Any crime that is designated a felony by CNMI or federal statutes.

(c) Category III – Offenses which shall result in expulsion and referral to law enforcement:

1 Possession, use, purchase, or sale of a firearm

(i) A Firearm is defined as:

(A) Any weapon which will, or is designed to or may readily be converted to expel a projectile by the action of an explosive; or

(B) The frame or receiver of any weapon which will, or is designed to or may be readily

converted to expel a projectile by the action of an explosive

2 Acts of terrorism (such as bomb threats)

3 Fraud and/or identity theft

SUSPENSION (See BOE Policy §60-20-448)

When a student is suspended, the principal/designee shall attempt to reach the student's parent/guardian to inform them of the school's action and to request that they come to school for the student. If the parent/guardian is unable to come for the student, the principal/designee may ask the parent/guardian for permission to send the student home. If the parent/guardian cannot be reached or if the above request is refused, the student must remain on school property until the close of the school day.

The student's parent or guardian shall also be notified, in writing, on the day the suspension decision is made of the reason(s) for the suspension and the right of the student or parent or guardian to appeal the suspension to the Commissioner of Education within ten calendar days of the notification. Copies of all notifications shall be sent to the Commissioner of Education and the PSS legal counsel.

The appeal procedures for suspensions of less than ten days are described in the paragraph below. The appeal procedures for suspensions of ten days or more are described in § 60-20-452.

If the parent and/or student wishes to appeal a suspension of ten days or less, the Commissioner of Education or a designee who shall be someone other than a principal, administrator or teacher in the suspended student's school, shall meet with the student and/or the parent or guardian to discuss the suspension. If the Commissioner of Education or designee finds that the student was suspended unfairly or unjustly, or that the suspension was inappropriate given the nature of the alleged offense, or that the student suffered undue consequences or penalties, the suspension may be overturned and any reference to the suspension in school records will be expunged. Such findings shall be made in writing within ten school days of the conference.

EXPULSION (See BOE Policy §60-20-450)

(a) *Expulsion is permanent exclusion from public school attendance, school activities and school property. Expulsion shall be used only in severe cases, or where other means of corrective disciplinary action have failed, or where no other reasonable alternatives are available. An expulsion may be recommended if the student persistently engages in conduct that warrants suspension, or if the student by means of a single action evidences behavior that is serious enough to warrant removal to protect the rights or safety of others.*

(b) *Only the Commissioner of Education may expel a student. The principal recommending expulsion shall prepare written documentation in justification of such action.*

(c) *The Commissioner of Education reserves the right to exclude students for other than disciplinary reasons if the expulsion is deemed in the best interest of the student or the operation of the school (i.e. student with a contagious health problem).*

(d) *In the event of criminal conduct or other serious action committed by a student, the Commissioner of Education may expel the student immediately and for an unlimited period with a hearing to be held in accordance with § 60-20-452.*

(e) *Prior to any expulsion ordered by the Commissioner of Education, the student shall be advised by the principal or his designee of the specific conduct resulting in the action, the student shall be given the opportunity to explain his or her version of the facts surrounding the alleged misconduct and the student shall be advised of the applicable hearing procedures.*

STUDENT USE OF TOBACCO, ALCOHOL, DRUGS & BETELNUT (See BOE Policy §60-20-470)

BETEL NUT. The use or possession of betel nut (and/or lime, tobacco, and leaf) is prohibited on campus at all times and at all school sponsored activities. For students, the penalty CAN be suspension from school for at least 3 days.

Sale, Use, Possession, or Violation of the Law

I. No student, teacher, staff or other school personnel shall sell, distribute, use or have possession of, or be under the influence of, any of the controlled substances prohibited by law, alcoholic beverages, or intoxicants of any kind, or shall commit any violation of the laws relative to controlled substance, alcohol beverages or intoxicants, (a) while on school grounds, (b) while going to or coming from school, (c) during the lunch period, whether on or off campus, and (d) during, or while going to or coming from, a school sponsored activity.

Students under medication prescribed by doctors shall observe the following:

No internal medication shall be administered by any person on himself, or by any school personnel except as prescribed by a doctor.

II. Dangerous and narcotic drugs which a student has on prescription and carries onto school property for ingestion as prescribed by a doctor and are exempt by law must be in their original containers and kept in the nurse's or principal's office, whichever provides greater security.

Detection and Reporting of Students

(a) Whenever any teacher, other school staff member, or student has reason to believe that a student may be under influence of any controlled substances or alcohol, he shall immediately notify the principal, and the principal, if in agreement, shall notify the parents, and after a hearing suspend the student, and see that the student is removed from school.

(b) If the parents or the student's doctor cannot or will not come to the school, the principal is

authorized to call an ambulance and to remove the student to a hospital in cases where the student is under the influence of any of the controlled substances or alcohol, and the parents will be notified of this action and shall be responsible for incurred expenses.

(c) In every case of violation of drug law, the law enforcement agency shall be notified.

Action and Penalties for Violation of this Policy by a Student

(a) Any student who violates this policy shall be subject to mandatory counseling, within school suspension, suspension, expulsion or other appropriate action.

(b) No penalty shall be imposed upon a student for violation of this policy without first giving him or her the right to be heard.

Action & Penalties for Violation of this Policy by Classroom Teachers, Staff or Other School Personnel

(a) Any teacher, staff member or other school personnel who violates this policy shall be subject to adverse action under the applicable Personnel Rules and Regulations. Personnel Policies on Alcoholism and Problem Drinking may also be applied.

(b) Possession: not able to come to the school to help solve the student's problem at the appointed time, they should call and set another appointment so that the student may be given a temporary clearance and his/her education may continue without disruption.

SEARCHES BY SCHOOL PERSONNEL (See BOE Policy §60-20-404)

(a) Searches of students shall only be conducted when a school official has reasonable suspicion predicted on one or more of the following:

(i) Reliable reports or information from credible sources made known to school officials. If the source is anonymous, the informant must show that the information has a relationship with the school or students so as to give it credibility.

(ii) Suspicious or evasive behavior suggesting violation of a school policy or law, or concealment of contraband, weapons or stolen property.

(iii) Observation of a student engaging in prohibited conduct or being in a restricted area.

If a staff member feels that a search is necessary, he/she must inform school administration so proper guidelines are informed and conducted accordingly.

DISCIPLINE OF STUDENTS WITH DISABILITIES (See BOE Policy §60-20-456)

(a) The obligation and the responsibility to attend school regularly and to comply with the Board's discipline policies applies to all students. When appropriate, the PSS may discipline a student with a disability who is eligible for special education and related services under the Individuals with Disabilities Education Act (IDEA) in a manner that is consistent with the IDEA law and regulations and PSS policies, including the special education procedural manual, and applicable law.

(b) A special education student will be provided a free appropriate public education consistent with the IDEA if the student has been removed from school for more than ten school days in a school year. If a special education student is removed ten cumulative school days or less, special educational services will be provided only if such services are provided to students without disabilities who have been similarly removed.

(c) Please refer to applicable law and special education procedural manual.

RESTRAINT AND SECLUSION POLICY & PROCEDURES (See BOE Policy §60-20-490)

The Board of Education believes that maintaining an orderly, safe environment conducive to learning is an expectation of all staff members of the CNMI Public School System. An individual who is a teacher, administrator or school employee may, within the scope of that person's employment, use the amount of force as is reasonable and necessary to accomplish the following purposes:

- (a) To retrain a student from an act of wrongdoing;*
- (b) To quell a disturbance threatening physical injury to self or others.*

RELEASING & REFERRING STUDENTS TO DPS (See BOE Policy §60-20-406)

There are guidelines used by the administrator(s) when considering referring students to the Departments of Public Safety (DPS) for conduct committed on/off campus.

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

STUDENT 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.

OES DRESS CODE Policy

1. All students are required to wear shoes to school for safety and emergency purposes. Students are not allowed to wear slippers or "zories", boots (of any kind), CROCS, and shoes with rollers or spikes(cleats) to school for safety reasons. Parents are advised to write a note to the teacher to inform him/her of the reason why the student is temporarily wearing a different footwear as prescribed by the school.
2. Big-hooped earrings and expensive jewelry are not allowed to wear because of safety purposes.
3. Sunglasses and hats may only be worn outside the classroom.
4. Using any clothing which can disrupt or distract the educational process is not appropriate and will not be permitted on campus.
5. Personal hygiene and grooming are very critical components to a positive and learning environment.

Students should not wear: *immodest clothing: short shorts or skirts (shall be at least down to the fingertips when standing with both hands down to the side), see-through/sheer clothing, cropped tops, halter tops without a cover-up, tank tops (of any kind) without a cover-up, spaghetti straps without a cover-up, tube tops without a cover-up, and etc.*

OES SCHOOL UNIFORM POLICY

In SY 2015- 2016, the Parent-Teacher-Student Association (PTSA) of Oleai Elementary School adopted a mandatory school uniform policy to take effect SY 2016-2017. The policy is consistent with the school's mission and vision statement to "provide every student a safe, healthy, nurturing, and diversified learning environment."

In May 2022, the PTSA and all stakeholders present voted to reinstate the school uniform policy for the new school year 2022 - 2023. Families have until the end of September to ensure that their child complies with the uniform policy. Uniforms can be purchased at the main office for \$14 each.

This policy endeavors to:

- ★ Foster unity and pride
- ★ Promote a more effective learning climate
- ★ Eliminate competition concerning clothing labels
- ★ Increase emphasis on individual personality and achievement rather than outward appearance amongst students
- ★ Eliminate negative distinctions between “wealthy” and “needy” children
- ★ Ensure modest dress & personal safety
- ★ Reduce bullying amongst students
- ★ Improve student behavior
- ★ Increase campus safety and security



The appropriateness of any clothing in question will be left to the discretion of Oleai 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.

STUDENT EDUCATIONAL Records & Emergency Contact Information

STUDENT EDUCATIONAL RECORDS

(See BOE Policy §60-20-428)

The Family Educational Rights and Privacy Act (FERPA) (20 U.S.C. § 1232g; 34 CFR Part 99) is a Federal law which protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education.

FERPA requires that schools obtain written permission from parents or legal guardians to release any information from a student's education record unless the request is from:

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may also disclose, without consent, "directory" information (such as a student's name, address, telephone number, date and place of birth, honors and awards, and dates of attendance) unless parents or legal guardians specify in writing using the PSS Opt Out Form that they do not want this information released. Schools must notify parents and eligible students annually of their rights under FERPA. The actual means of notification (special letter, inclusion in a PTA bulletin, student handbook, or newspaper article) is left to the discretion of each school.

STUDENT EMERGENCY CONTACT INFORMATION

The **Emergency Contact Information** (at the back of the **Daily Attendance Record**) is the most critical document for teachers to have readily available. Parents/guardians must fill out the form and return back to the homeroom teacher. The document contains crucial emergency information and therefore must be kept accurate and up-to-date. It must also remain in possession of the teacher at all times (during field trips, Walk for Life, PREP, library, lunch time, etc.) in case of an emergency.

STUDENT Health

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.**

HEAD LICE

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.

- 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.
- 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.
- 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:

- Trained staff shall check all students at enrollment to ensure that they begin classes lice free.
- All students shall be checked at a minimum monthly or as need arises.
- 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:

- 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 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 WELLNESS - HEALTHY SNACKS

In order to promote a healthy lifestyle, 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.

Let's encourage families to send their 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

All Teachers & Staff are asked to:

- 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

****Below are healthy snack ideas. Students are encouraged to bring snacks similar to those listed.**
Any reference to name brands is strictly an example for the convenience of teachers, staff and parents/guardians in choosing approved foods and beverages for students. Such references are not an endorsement or suggestion of Oleai Elementary School.

HEALTHY SNACK LIST

A healthy school snack consists of a balance of protein and fiber. Healthy snacking can help students keep their energy up throughout the school day and provide fuel for learning.

FRUIT

Fresh

Apples
 Applesauce
 Clementine
 Oranges
 Nectarines
 Peaches
 Grapes
 Strawberries
 Blueberries
 Raspberries
 Blackberries

Suggested pairings: Fruit yogurt dip, low-fat caramel dip.

Dried

Sun-Maid Raisins
 Sunsweet Raisins
 Ocean Spray Cranberries
 Nature's Promise Cranberries
 Brothers Peach Crisps
 Brothers Pineapple Crisps
 Brothers Asian Pear Crisps
 Brothers Strawberry/Banana Crisps
 Sunsweet Prunes
 Mariani Cherries
 Made in Nature Apricots
 Made in Nature Apples
 Stretch Island Fruit Co. Fruit Leathers
 » Apricot
 » Cherry
 » Mixed Berry
 » Apple
 » Grape
 » Raspberry
 » Strawberry

Chips

Athenos Pita Chips (Whole Wheat)
 Skinny Pop Popcorn (Snack Size)
 Doritos (Reduced Fat) Cool Ranch

VEGETABLES

Carrot sticks
 Celery
 Cucumber
 Grape tomatoes
 Cherry tomatoes
 Peppers
 Snap peas
 Broccoli florets
 Cauliflower florets

Suggested pairings: Hummus, low-fat salad dressing, Greek yogurt vegetable dip.

DAIRY

Greek Yogurt
 » Chobani Non Fat Greek Yogurt (all varieties)
 » Oikos NonFat Greet Yogurt (all varieties)
 » Yoplait Greek Yogurt (all varieties)

NUTS

Emerald Almonds Natural – 100 Calorie Packs
 Emerald Cashews Whole (160 calories)
 Emerald Walnuts & Almonds Natural – 100 Calories Packs
 Planters Peanuts Dry Roasted (160 calories)
 Wonderful Pistachios Roasted Salted in Shell (170 calories)

WHOLE GRAINS

Snack Bars
 Nutrigrain Cereal Bars
 » Apple
 » Blueberry
 » Strawberry
 Nature Valley Bar
 » Chewy Trail Mix
 Kashi Soft Baked Cereal Bar
 » Cherry Vanilla
 » Ripe Strawberry
 » Honey Almond Flax
 » Peanut Peanut Butter
 General Mills Fiber One Chewy Bar
 Kellogg's Special K Cereal Bar

Crackers

Elf Grahams Original Graham Snacks
Elf Grahams Chocolate Chip Graham

Snacks

Goldfish Crackers Whole Grain

Cheddar Cheese

Honey Maid Graham Crackers

Honey Maid Cinnamon Graham

Crackers

Zoo Animal Crackers

Dips

Oasis Lentil Dip

Marzetti Caramel Dip

» Fat Free

» Old Fashioned

Guacamole

» Sabra

Hummus

» Athenos Hummus (all varieties)

» Sabra Hummus (all varieties)

» Marzetti Otrria Hummus Veggie Dip

» Tribe Hummus (all varieties)

Salsa

» Amy's Salsa

» Chi-Chi's Salsa

» Desert Pepper Salsa

» Frontera Salsa

» La Preferida Salsa

» La Victoria Salsa

» Nature's Promise Salsa

» Newman's Own Salsa

Nutrition Facts	
Servings per container	
Serving size	
Amount per serving	
Calories	≤ 200
% Daily Value*	
Total Fat ≤ 12 g	≤ 25% of total calories
Saturated Fat 0g	< 10% of total calories
Trans Fat 0g	
Sodium ≤ 200mg	≤ 13%
Carbohydrates	≤ 35% of total calories
Dietary Fiber ≥ 3g	
Added Sugars 0g	
INGREDIENTS: whole wheat grains, strawberries, kale	

Nutrition Guidelines for Healthy Snacks

In order to qualify as a healthy snack, the snack should...

- Contain 200 calories or less per serving
- Include less than 2 grams of saturated fat
- Include zero (0) grams of trans fat
- Contain less than 200mg of sodium per serving
- Include zero (0) grams of added sugars
- Have a whole grain, fruit, or vegetable listed first in the ingredient list

STUDENT ONLINE *Supplemental Programs, Surveys, & Assessments*

OES avails to several online supplemental programs. Teachers are expected to use these programs in the classroom to enhance student learning by building their individual reading and math skills. These programs extend the classroom learning beyond the school's physical environment and increase parental involvement. Students are able to access programs using their Clever Badges.

Students in grades 3-5 are given two surveys each school year that provide stakeholder feedback and perception data for continuous school improvement.

School-level assessments are used to help monitor students' progress. **STAR Parent Reports** are printed out quarterly. Teachers are provided access to view students' results after being administered an assessment so students can be aware or informed of their progress.

Distribution by Grade Level/Program:

Grade Level	Student Supplemental Programs	Online Student Surveys	School Level Assessments	State Assessments
Kinder	Amira* Accelerated Reader* Smarty Ants* Waggle*	None	MAP Growth Assessment	*STAR Early Literacy; STAR Reading (SSIP) *STAR Math *WIDA ACCESS
1st Grade	Amira* Accelerated Reader* Smarty Ants or Achieve 3000* Waggle*	None	MAP Growth Assessment	*STAR Early Literacy; STAR Reading (SSIP) *STAR Math *WIDA ACCESS
2nd Grade	Amira* Accelerated Reader* Smarty Ants or Achieve 3000* Waggle*	None	MAP Growth Assessment	*STAR Reading and STAR Early Literacy *STAR Math *WIDA ACCESS
3rd Grade	Read 180* Math 180* Accelerated Reader* Achieve 3000* Waggle*	Cognia Accreditation Surveys	MAP Growth Assessment	*STAR Reading; STAR Early Literacy (SSIP) *STAR Math *WIDA ACCESS *Math SBA *Science SBA
4th Grade	Read 180* Math 180* Accelerated Reader* Achieve 3000* Waggle*	Cognia Accreditation Surveys	MAP Growth Assessment	*STAR Reading; STAR Early Literacy (SSIP) *STAR Math *WIDA ACCESS *Math SBA *CCLHS SBA
5th Grade	Read 180* Math 180* Accelerated Reader* Achieve 3000* Waggle*	Cognia Accreditation Surveys	MAP Growth Assessment	*STAR Reading; STAR Early Literacy (if needed) (SSIP) *STAR Math *WIDA ACCESS *Math SBA
SPED	Fast ForWord*	Based on student's grade level	Dibels, Brigance	*MSAA

***required implementation (includes support and monitoring)**

SSIP = State Systematic Improvement Plan

MSAA = Multi-State Alternate Assessment

WIDA = World-Class Instructional Design and Assessment *For students identified as English Language Learners (ELL)

SBA = Standards-Based Assessment

The district continues to support teachers by providing access to online resources that can be incorporated in lessons to supplement learning. Teachers can access resources such as Brainpop and Nearpod through their Clever accounts. Additional classroom supplemental programs or resources not listed are purchased through classroom/grade-level School-Wide Program (SWP) funds and may be used at the teacher's discretion.

STUDENT PERSONAL Properties

The school is not responsible for any loss of personal property. Personal belongings should be clearly marked with the student's name. Parents are requested to refrain from allowing their children to bring expensive items to school; therefore, electronic devices are not allowed in school. Students are discouraged from bringing cellphones to school as phones are available at the main office. However, the **Cellular Phone and Electronic Device Waiver Form** is available in the office should you feel a need to provide your child with a cellular phone for after school, off-campus use. The cell phone can only be used once the student leaves the campus or is no longer riding the bus. If a student is found using a cell phone on campus (with or without an approved waiver form), the teacher must refer the student to the office for disciplinary action and the cell phone will be confiscated. Only the parent/guardian may retrieve the cell phone or any confiscated electronic device.

Lost and Found items are brought to the office and logged. For inquiries, please see office personnel for assistance. Lost and found items will be kept in the main office for a period of one school year after which they will be donated to charitable institutions.

STUDENT PROMOTION & Retention

Promotion and Retention (See BOE Policy §60-20-432)

A student will be promoted to the next grade level when he/she satisfactorily completes the instructional curriculum in a particular grade. Satisfactory completion shall mean meeting the minimum requirements of a rating of 2 for all core content will be promoted; as established by the Commonwealth standards and benchmarks as outlined in the policies and regulations regarding instruction and curriculum. The IEP team shall determine the promotion of special education students.

Furthermore, the policy states that students with 25 or more absences in a school year will not receive credit and will not be promoted, unless a written exemption is granted by the Commissioner of Education.

STUDENT REGISTRATION & Transfers

All students must register annually at the end of each school year for the following school year, which includes renewing requests for out-of-zone placement at OES, if applicable. Registration for new students is held during the summer before the next school year. Generally, students residing within Oleai School's zone are given first priority.

OES SCHOOL ZONE

Oleai School's zone covers areas bounded by South of Gold Beach Hotel in Beach Road, US District Court South to Oleai, San Jose (Oleai), Susupe North of Sarawi Blvd, Chalan Kiya, Chalan LauLau, Falughulo, As Terlaje West of NMC Traffic Light to Chalan Kiya.

The prescribed online STUDENT REGISTRATION FORM must be completely filled out and submitted with all the required documents. In accordance with BOE policies, requirements for registration MUST be met before any student registration is completed.

Summary of Requirements:

- Completed PSS Online Registration Form
- Birth Certificate (issuance from the court)
- Updated Health Certificate
- Valid Accident or Health Insurance Coverage
- Legal Adoption/Guardianship Documents (if applicable) (must be court filed)
- Parent/Guardian(s) Identification Card (driver's license or passport)
- Home Location Map

ENTRANCE AGE (See BOE Policy §60-20-412)

(a) A child shall be admitted to the first grade of elementary school at the beginning of the school year if the child's sixth birthday occurs on or before September 30th of the school year for which the entrance application is made.

(b) Any child may be admitted to kindergarten at the beginning of a school year if the child's fifth birthday occurs on or before September 30th of the school year for which application is made.

Under no circumstances will a child whose sixth birthday occurs after September 30th but before the completion of the school year applied for be denied admission to school based solely upon the child's age.

(c) A birth certificate or other legal document such as a passport will be required as proof of age.

(d) In the event of extraordinary circumstances surrounding the admission or denial of a child's admission to a school or program, the Commissioner of Education may make exceptions to this regulation if it is in the best interests of the child and the PSS.

IMMUNIZATIONS AND VISION & HEARING TESTS (See BOE Policy §60-20-478)

Every parent of a child shall, at the time of first enrollment of the child in any Commonwealth special education, preschool, elementary, or secondary school, public or private, irrespective of grade level, provide the school authorities with proof that the child has received all of the immunizations required by the Department of Public Health. If the child has not received all of the required immunizations, the parents shall be notified immediately that they are required to initiate all required immunizations for their child within 2 weeks after the date of such notice. Parents whose child's health records show incomplete immunizations, shall be required to initiate remedial action within 2 weeks following notification of the immunization of the deficiency.

STUDENT TRANSFERS

Any student transferring into Oleai Elementary School **MUST** present a withdrawal or transcript from the releasing school before he/she is allowed to register. This serves as clearance to assure OES, the receiving school, that the student has been cleared from all obligations at the releasing school. Furthermore, this protocol will also serve as verification for academic placement.

For students transferring out of Oleai Elementary School, parents/guardians of these students must do an online Transfer Out Form (www.cnmipssoare.org). Requests must be made 2 weeks prior to the child's last day at OES. This is necessary to minimize interruption to your child's education and ensure a swift and smooth transitioning period. Students must also be cleared of any obligations such as library, textbooks, meals, and etc.

Transfers to Different Schools/Zones (See BOE Policy §60-20-418)

The Board of Education understands that parents and students may move to different islands or different villages during their child's school years. While the Board suggests that parents avoid changing their child's school in the middle of an academic year, on occasion, a transfer may be unavoidable due to certain family circumstances. In order to honor the request for transfer while protecting the academic needs of the student and minimizing the disruption of the educational process, the Board has adopted this section. This section sets forth the transfer process.

(a) Requests for student transfers during the school year must be submitted to and approved by the principal of both the releasing and the receiving school. The releasing and the receiving principal must communicate regarding the requested transfer. The two principals, in consultation with the school counselor as appropriate, will examine the academic needs of the student and the effect of the transfer on the school and the educational process before approving transfer requests. More than one transfer request by a student in a single school year may be rejected by the PSS and may be referred to the proper authorities in cases of suspected educational neglect.

(b) Transfer requests must be submitted at least fifteen school days in advance of the proposed transfer. Such requests will not be approved during the final ten school days of any quarter of both schools unless there are extenuating circumstances.

(c) Students transferring during the summers must notify the releasing school and meet the registration requirements and deadlines of the receiving school.

STUDENT SCHOOL *Supplies*



For each school year, basic school supplies are provided to every classroom. Students are expected to bring their supplies to and from school daily in order to accomplish work at school or at home. Parents/Guardians are expected to purchase other school supplies or materials as requested by his/her child's homeroom teacher from the **OES School Supplies List** provided each school year. Homeroom teachers may send out letters to parents/guardians requesting the replenishment of supplies when necessary during the school year.

STUDENT SUPPORT *Services*

All teachers/staff, parents, and the community are student advocates that help to support each and every child's ability to learn and be successful in their studies. The following student support services are being provided to Oleai students:

GUIDANCE COUNSELING SERVICE

The CNMI Public School System Comprehensive Guidance and Counseling Program assures all students will acquire the attitudes, skills, and knowledge in the areas of academic, career, and personal/social development in order to succeed in a changing global society and obtain the best-fit desired lifestyle.

Here at OES, the Counseling program operates with the following Beliefs/Philosophies:

- All students can and want to learn (core subject standards/benchmarks, CGCP standards/competencies, and Expected School-wide Learning Results)
- All students have skills, strengths, talents, interests, and dreams
- Counseling is an integral part of the total educational system
- All students should have access to school counseling services and referrals to outside counseling in a clinical setting when applicable
- Counseling program should be proactive, developmental and preventative in design
- Counseling should provide a safe and conducive environment
- Counseling should be data driven
- Counselors collaborate with all stakeholders: parents, teachers, school staff/professionals, administrators, district leadership, and community members
- Counselors are educational leaders and advocates for students and a resource for parents
- Counseling should help students maximize their potentials
- Counseling will recognize the equality and equity of all students

Counselor Confidentiality

Students are sent to school by parents/guardians/caregivers to engage in academic instructional class time. However, sometimes students have personal/social issues that may hinder learning in the classroom. A student can be referred to the school counselor by (1) his/her parents, guardians or caregivers, (2) the student's teacher or school team, (3) by the administrator(s), or (4) the student him/herself. Students are not seen as "walk-ins" during instructional hours. The counselor will make every effort to schedule a student during a time that is in their best interest and will, as much as possible, not be detrimental to classroom time. The session also has a time boundary in the educational setting. Please be mindful that school counseling focuses mainly on psycho-educational counseling. Should there exist a situation in which the student's challenges

stem from deeper-rooted issues, the school counselor will collaborate with the school district's Behavioral Specialist and/or highly recommend that the student/parent seeks counseling outside of the school, in a clinical setting.

During the private and uninterrupted counseling session, what is shared will be kept confidential between the student and the school counselor. The school counselor does his/her best to guide the student to share necessary communication with teachers, administrators and family in the best interest of the child. However, there do exist the following EXCEPTIONS to this general rule: The school counselor will be mandated to break confidentiality when...

- 1) The student shares that he/she may hurt themselves
- 2) The student shares that he/she may hurt or harm others
- 3) The student shares that he/she may be a victim of physical abuse, mental abuse, and/or molestation and sexual abuse

CHILD STUDY TEAM (CST) MEETINGS & PROCEDURES

The purpose of a child study is to help students with academic and or behavioral difficulties, 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 interventions and progress in PSS' Early Warning System platform.
4. If the concern remains after a reasonable period, the teacher refers the student to the CST Coordinator, our School Counselor using the online CST referral form. The teacher should complete an intervention plan in PSS' Early Warning System platform and note the interventions implemented prior to the referral.
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 Special Education services.
9. If a referral for evaluation is recommended, the Referral Packet is originated.

CST meetings will be scheduled based on availability of the team. The CST will be managed by the counselor and includes the following team members: Principal and/or Vice Principal, Counselor, Classroom Teacher(s), and other instructional staff as needed (CCLHS, ELL, and Special Education Teacher).

LIBRARY SERVICES

Reading is one of the most important skills students will learn. A library is provided to promote the growth of this skill and to encourage the enjoyment of reading. Parents are encouraged to become actively involved in the reading experience. Every student in OES has the opportunity to come to the library to use the facility and check-out books. The following are **Library Citizenship Rules** to follow:

1. Be considerate of others. Speak using an “indoor voice” when you are in the library.
2. CLEAN hands keep books clean.
3. Never write, scribble, glue, or cut the pages of a book.
4. Mark your place in a book with a bookmark, not by folding the page of the book.
5. Turn the page of a book by using the top corner.
6. Always carry your books in some type of book bag or school bag.
7. Keep your books in a safe place at home.
8. If you discover a damaged book, please give it to the librarian or librarian aide.
9. Remember to check out your books from the library properly and return your books to the library on time!
10. Reference books such as: Encyclopedias and dictionaries are not for check-out.
11. Big books may be read in the library, but are not to be checked-out.
12. Parents/Guardians must assume payment for lost or damaged books that their child checked-out; your child may not be able to borrow a book until obligations are cleared. A written notification will be given if your child has a missing or damaged book(s).
13. Library fines MUST be settled before the issuance of Report Cards, School Enrollment Certifications, and/or Transfer-out/withdrawal requests.
14. Grades Kinder to 1st are allowed to borrow 1 book from the library; Grades 2nd to 3rd are allowed to borrow 2 books from the library; Grades 4th to 5th are allowed to borrow 3 books from the library; Parents/Guardians are allowed to borrow 5 books from the library.

Library Books

Check-out privileges from the School Library are earned after parents or guardians sign the **Library Permission & Agreement Form** provided in the beginning of the school year. Students with lost or damaged book obligations must be cleared at the end of the school year. Failure to do so will result in report cards being withheld. Parents can check out up to 5 books from the school library.

STUDENT TEXTBOOK Usage (See BOE Policy §60-20-520)

All teachers/staff, parents, and the community are student advocates that help to support each and every child's ability to learn and be successful in their studies. The following student support services are being provided to Oleai students:

STUDENT USE & CARE of School Property (See BOE Policy §60-20-468)

Students who lose or damage school property shall reimburse the school system for the value of the lost or damaged article.

At OES, students who are required to pay for lost or damaged school property are placed on the Obligations List. Until they have fully paid their obligations, such students will not be issued official documents such as report cards, transcripts or certification of attendance. Promoting students will not be allowed to participate in the Promotion Ceremony until they are cleared of their obligation(s).

OLEAI ELEMENTARY Parent & Student Agreement Response

SCHOOL Year _____

Student Agreement Response

I, _____ (child) in grade ____/room ____ have read the OES Parent & Student Handbook. I agree to follow and support the rules that I have read.

As a student of Oleai Elementary School, I know that my behavior on and off school campus should at all times be the best it can be according to the rules that I have just read.

Student's Name/Signature

Date

Parent/Guardian Agreement Response

I/We, _____ (parents/guardians) of _____, a student at Oleai Elementary School, do hereby certify that I/We have read the parent/student handbook and agree to abide by, support, and be governed by the philosophy, principles, rules and regulations stated. I/We shall be a support as parent(s)/guardian(s), and will do our best to fulfill our obligations and responsibilities to Oleai Elementary School. I/We shall endeavor to participate actively in the academic and social functions of the school.

I/We recognize that our son/daughter must conduct him/herself on and off campus and at all times while attending Oleai Elementary School in a manner consistent with the philosophy, principles, rules and regulations of the school and of the Commonwealth Public School System.

Student's Name/Signature

Date

When completed, return this sheet to your child's homeroom teacher

