

GUAM DEPARTMENT OF EDUCATION

Upi Elementary School



STUDENT-PARENT HANDBOOK

SCHOOL YEAR 2023-2024

"Home of the Totots"

Accredited by Schools Commission of the
Western Association of Schools and Colleges

UPI CALENDAR OF EVENTS 2023-2024

AUGUST	JANUARY
Teacher Orientation 8:30 a.m. (8/4/2023) Professional Development Days #1 - #12 No Classes (8/7 -8/22/2023) Head Start Pre-Service & Professional Development Days (8/7-8/23) Student Orientation (8/11/2023) Head Start Parent-Child Day (8/24/2023 – 08/25/2023) First Day of Classes/1st Semester Begins (8/24/2023) Head Start First Day of Classes (8/28/2023)	Holiday – No Classes (1/01/2024) Classes resume from Christmas Break (1/2/2024) 1 st Semester Grades Due (1/19/2024) PBIS Meeting Faculty Meeting 7:30-8:30 a.m. (1/2/2024) Elementary/Head Start Parent-Teacher Conference- No Classes (1/22/2024) Martin Luther King Jr. Holiday-No Classes (1/15/2024) PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (1/18/2024)
SEPTEMBER	FEBRUARY
Labor Day Holiday-No Classes (9/4/2023) Faculty Meeting 7:30-8:30 a.m. (9/5/2023) PBIS Meeting 9/11 Commemoration Head Start Home Visits/Child Assessments - No class (9/18/23) PTO Meeting/Open House 6:00-7:00 p.m. (9/21/2023)	Faculty Meeting 7:30-8:30 a.m. (2/6/2024) PBIS Meeting PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (2/15/2024) Spelling Bee IRA Read-A-Thon
OCTOBER	MARCH
Faculty Meeting (10/3/2023) PBIS Meeting 7:30-8:30 a.m. 1 st Semester Midterm (10/20/2023) PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (10/19/2023) Elementary/Head Start Parent-Teacher Conference- No Classes (10/27/2023) United Nations Day	Guam History & Chamorro Heritage Holiday-No Classes (3/4/2024) Faculty Meeting 7:30-8:30 a.m. (3/5/2024) PBIS Meeting 2 nd Semester Midterm (3/15/2024) PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (3/21/2024) Spring Break-No Classes (3/25/2024-3/29/2024) Chamorro Month Guam Public School Week Special Olympics
NOVEMBER	APRIL
Harvest Carnival Faculty Meeting 7:30-8:30 a.m. (11/7/2023) All Souls' Day Holiday-No Classes (11/2/2023) PBIS Meeting Veterans Day Holiday-No Classes (11/10/2023) PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (11/16/2023) Career Day Thanksgiving Day Holiday - No Classes (11/23/2023) Flexible Make Up Day #1-No Classes (11/24/2023)	District-Wide- Assessment Testing Window (4/1/2024-5/10/2024) Classes Resume (4/1/2024) Faculty Meeting 7:30-8:30 a.m. (4/2/2024) PBIS Meeting PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (4/18/2024) Science Fair Spring Carnival
DECEMBER	MAY-JUNE
Faculty Meeting-7:30-8:30 a.m. (12/5/2023) PBIS Meeting Our Lady of Camarin Day Holiday-No Classes (12/8/2023) PTO Meeting/Student of the Month Awards 6:00-7:00 p.m. (12/15/2023) Christmas Program (12/14/2023) End of 1 st Semester (12/15/2023) Christmas Break-No Classes (12/18/2023-12/29/2023)	Faculty Meeting 7:30-8:30 a.m. (5/7/2024) PBIS Meeting Head Start No Classes (05/6/2024) Kinder Promotion 5 th Grade Promotion Grade Level Awards Ceremonies End of 2 nd Semester/Last Day of Classes (5/22/2024) Teacher Work Day (5/23/2024)

School Year 2023-2024

Building	A	B	C	D	E	G		
TIME	KINDER	FIRST	SECOND	THIRD	FOURTH	FIFTH		
7:15-8:15	BREAKFAST 7:15-8:15							
8:15-8:30	Homeroom 8:15-8:30							
8:30-8:45	READING 8:30-9:45	READING 8:30-9:45	READING 8:30-9:45	READING 8:30-10:00	READING 8:30-10:00	READING 8:30-10:00		
8:45-9:00								
9:00-9:15								
9:15-9:30								
9:30-9:45								
9:45-10:00	RECESS 9:45-10:00							
10:00-10:15	CONTENT 10:00-10:45	CONTENT 10:00-10:45	RECESS 10:00-10:15					
10:15-10:30								
10:30-10:45								
10:45-11:00								
11:00-11:15	LUNCH 10:45-11:30		MATH 10:00-11:30	ELA 10:15-11:30	ELA 10:15-11:30	ELA 10:15-11:30		
11:15-11:30								
11:30-11:45	MATH 11:30-12:45	MATH 11:30-12:45	LUNCH 11:30-12:15		CONTENT 11:30-12:15	CONTENT 11:30-12:15		
11:45-12:00								
12:00-12:15			ELA 12:15-1:30	MATH 12:15-1:30	LUNCH 12:15-1:00			
12:15-12:30								
12:30-12:45								
12:45-1:00								
1:00-1:15	ELA 12:45-1:45	ELA 12:45-1:45	CONTENT 1:30-2:40	CONTENT 1:30-2:40	MATH 1:00-2:15	MATH 1:00-2:15		
1:15-1:30								
1:30-1:45	Hygiene 1:45-2:00	Hygiene 1:45-2:00						
1:45-2:00								
2:00- 2:15	CONTENT 2:00-2:40	CONTENT 2:00-2:40			CONTENT 2:15-2:40	CONTENT 2:15-2:40		
2:15-2:30								
2:30-2:43								

ADMINISTRATION

Julie K. Salas, Principal
Mabel Uncangco, Assistant Principal
Resa A.B. Bukikosa, Administrative Assistant

FACULTY & SUPPORT STAFF

FACULTY

<u>KINDERGARTEN</u>	<u>2ND GRADE</u>	<u>4TH GRADE</u>	<u>CHAMORU</u>	<u>GATE</u>
Santiago, Melynda	Uy, Ferdene	Fajardo, Leslie	Maratita, Santiago	Manejero, Raffy
Chu, Patricia	Avilez, Sandie	Manejero, Arlene	Rodriguez-Charfauros, Jacqueline	
Serrano, Aileen	Andres, Leif	Mendiola, Patricia	Esteves-Pangelinan, Maria	<u>NURSE</u>
Baca, Sasha	Aparicio-Ouano, Mylene	Chaco, Crystal	Dela Cruz, Karen	Espina, Lakeisha Mae
		Camacho, Anntonette		
				<u>GUIDANCE COUNSELOR</u>
				Fausto, Magdalena
<u>1ST GRADE</u>	<u>3rd GRADE</u>	<u>5TH GRADE</u>	<u>SPECIAL PROGRAMS</u>	
Balajadia, Marilyn	Cheng, Victoria Ashley	Andres, Camille	<u>ESL</u>	
Villanueva, Elizabeth	Reyes, Alyxandra	Doculan, Ronald	Angay, Ritchie	<u>LIBRARIAN</u>
Cruz, Jeanmarie	Oliverio, Desiree	Salinas, Jordan	Diven, Jennelyn	Taylor, Sylvia O.
Douglas, Rachel	Lim, Elizabeth	Ouano, James	<u>SPED</u>	
Delos Trinos, Liana	Pangelinan, Marina	Santiago, James Lester	Mendiola, Kaiana	<u>HEAD START</u>
			Sana, V'Iyssa	Tomelden, Ashley

STAFF

<u>12 MONTH STAFF</u>	<u>SCHOOL AIDES</u>	<u>TEACHER ASSISTANTS</u>	<u>1:1 AIDES</u>
Taitano, Tanya	Flores, Joel	Carlos, Karla	Albert, Heroleen
Torres, Marissa	Taitano, Kathy	Laxamana, Mae	Allet, Entavinna
McKee, Fannie	Rosario, Elisa	Santos, James	Babauta, Shina
Mendoza, Bernard	Flores, Pamela		Bamba, Jaeanna
San Nicolas, Elizabeth	Mendiola, Prudence		Perez, De'Andre M.
			Reyes, Bernadette
			Tulensru, Jayleen
			Vaiau, Divina Grace

UpiES SLOs

Student Learner Outcomes

Use effective oral and written communication.

Participate as productive members of the community.

Integrate learning and apply them to real-life situations.

Explore concepts and skills needed for future world experiences.

Set personal goals and work towards achieving them.

COMMUNICATION

• **Newsletters** from the school are sent home with students on a monthly basis to provide timely information about school, classroom and district activities. Parents may view or download the newsletter from our school website: <http://upielementaryschool.weebly.com>

• **Facebook** for Upi Elementary is available to connect with recent and upcoming school events and other school recognitions. Visit the website at: <https://www.facebook.com/upielementary>

• **School District Web Site** at <http://www.gdoe.net/> provides general information about the District and its programs as well as current news. Each individual school has a section on the district web site that has information pertaining to that school. Check out our school websites for weekly updates at <http://upielementaryschool.weebly.com/> or <http://www.facebook.com/upielementary>

PARENTAL GRIEVANCES

(School Board Policy 830)

1. Discussion with the Teacher

Discuss the grievance or complaint with your child's teacher first. If it is a pupil-teacher problem, the parent/guardian must make an appointment via the main office to consult with the teacher at a time which will not interfere with instructional time.

2. Joint Meeting

If, after consultation with the teacher, the parent or guardian is still not satisfied, he/she may then request a joint meeting with the teacher and the school principal. If, after consultation with the teacher and the principal, the parent or guardian is still not satisfied, he/she may request a joint meeting with the teacher, the principal and the Associate Superintendent of Elementary Education.

3. Appeal to the Superintendent of Education

If the parent or guardian, teacher, principal and Associate Superintendent of Elementary Education are unable to arrive at a satisfactory understanding of the problem involved, the parent or guardian may then appeal, in writing, to the Superintendent of Education.

4. Appeal to the Board of Education

If after a written appeal has been made to the Superintendent of Education and a satisfactory understanding of the problem still cannot be reached, the parent or guardian may submit an appeal, in writing to the Guam Educational Policy Board.

- A. The Superintendent of Education will facilitate the appeal to the Board and will notify all persons involved in the case.
- B. If in his/her appeal or complaint, the parent or guardian makes allegation or accusations against the teacher, principal or other staff member, the Superintendent of Education shall be responsible for furnishing a copy of the allegations or accusations to the accused. The teacher, principal or other staff, if he/she so desires, may submit a written reply or report to the Guam Education Policy Board.
- C. All parties to the dispute shall be entitled to a personal hearing before the Guam Education Policy Board. At this hearing, discussion must be limited to the points contained in the written appeal or complaint.

NO GUNS, DRUGS, TOBACCO, or WEAPONS

(Public Law 27-116)

This law cites that there will be NO GUNS, DRUGS, TOBACCO (Smoking), WEAPONS or ALCOHOL PERMITTED ON CAMPUS. Please adhere to these rules for the safety and welfare of everyone on campus. The Guam Police Department will be immediately notified if anyone is found not in compliance with this regulation/law.

SCHOOL POLICIES & PROCEDURES

GATE HOURS:

Main Entrance Gate	7:15 a.m. - 3:30 p.m.
Car Riders Gate (Mt. Santa Rosa Gate)	7:15 a.m. – 8:15 a.m. 2:15 p.m. - 3:00 p.m.

MAIN OFFICE HOURS:

Main Office Hours	8:00 a.m. - 3:00 p.m.
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ADMINISTRATIVE POLICIES & PROCEDURES

CAMPUS SECURITY PROCEDURES

In order to ensure the safety of all our students, faculty and staff, we have implemented a Campus Security System here at Upi Elementary School. When on campus, all visitors must abide to the following:

- ✓ All visitors must proceed to the Main Office to sign-in.
- ✓ All visitors must provide a photo identification card to obtain a Campus Pass. Visitors must keep the pass in their possession at all times. **Visitors without proper identification will not be allowed on campus.**
- ✓ Visitors are to proceed to and/or remain in the destination indicated upon sign in
- ✓ All visitors must return the Campus Pass to the school's Main Office and they are to leave the premises.

Note: 1. Students are not allowed to bring their siblings who are not currently enrolled at this school.
2. A visitor is anyone who steps onto campus. Even for a short distance/time, all visitors must sign in at the Main Office.

****If there is a special event on campus, (e.g. Christmas Program) the students may have visitors.****

Unauthorized Entry–“Any person found on a school campus without permission of the school administrators shall be guilty of a misdemeanor and is punishable by imprisonment not exceeding thirty (30) days or a fine not exceeding three hundred dollars (\$300.00) or both.” (GCA Section 11503). The Guam Police Department will be notified if anyone is found on campus without a campus pass or permission from the school administrator.

ENROLLMENT

Board Policy 330: Guam's law on school attendance makes it mandatory for all children between the ages 5-18 years old to attend school.

In order for a student to be officially enrolled, the following documents are required:

1. Official Birth Certificate or Passport
2. Shot Record with updated shots to include current PPD with results
3. Current physical examination completed by a doctor
4. Verification of Residency: (Mayor's Verification, Lease Agreement, or Living Arrangement)
5. Withdrawal Form/Health Audit/Report Card from last school attended (if applicable)
6. Guardianship Documents (if applicable)

Change of address or phone number – Please let us know if you have changed your address or phone number. Updating addresses and phone numbers is important to us. The safety of your child may depend on how quickly we can contact/communicate with you. If you have moved to another attendance area, please let us know. It is important that your children be enrolled at the school in their attendance area.

Student Verification of Enrollment – Please note that student verifications will be ready for pick up the following date after request is made. Proof of residency is required upon pick up of school verification. Upi Elementary will not release any verifications if a student has 6 or more unexcused absences and/or is Truant.

The school must always have current information on both the Emergency Information and Student Health Cards. Changes to any of the following should be reported immediately:

Contact numbers,
Authorized Contact(s),
Change of Residency,
Medical Conditions including Allergies, and
Medications.

All changes must be submitted (in writing) to the office as soon as possible - preferably within 3 days - or email upi@gdoe.net.

ATTENDANCE

Attendance is documented daily and regulated by board policy. All violations such as habitual tardiness, excessive absences, unexcused absences, and so forth, will be referred to the appropriate authorities.

TARDINESS

We encourage regular and prompt attendance from our students. Please support your child by ensuring that your child is at school ready to learn by 8:30 a.m. Students who arrive at their designated area after 8:30 a.m. are considered tardy or absent. *Students who do not ride the bus to school (car riders) and arrive late **must be accompanied by a parent to** obtain a tardy slip at the main office.*

***Any tardy will disqualify a student from receiving a Perfect Attendance Award.**

ABSENCES (Board Policy 411)

Absences will be excused if a student returns to school with a note written and signed by the parent indicating the date(s) of absence(s) and a *legitimate* reason for the absence. Legitimate reasons are absences due to illness, death of an immediate family member or other reasons as determined by the teacher and concurred upon by the school principal. An absence of three (3) consecutive days or more requires a doctor's certification of illness and clearance to return to school (Public Law 26-104). Absences will be unexcused if a parent does not provide an excuse note or the reason for the absence is not acceptable. Missing the bus, helping with family activities, not being prepared for school are some examples of unacceptable reasons.

REFERRALS FOR NON-COMPLIANCE WITH ATTENDANCE POLICY

Excessive absences, unexcused absences, and habitual tardiness will be reported to the truant officer for appropriate action. The determination for referral is at the discretion of the school administrator and will be based on board policy.

STUDENTS LEAVING GDOE - PRIOR TO THE CLOSE OF SCHOOL

Board Policy 339 indicates that students departing the school system up to 15 days prior to the closing of school may be granted full credit.

EXTENDED ABSENCES (PRE-ARRANGED/OFF ISLAND ABSENCE)

Pre-arranged Absences/Off-Island Absences - Unless it is an extreme circumstance, all pre-arranged absences should be requested at least ten (10) days in advance. A Pre-arranged Absence Form must be completed by the parent/legal guardian. The form is used to inform the teacher of the extent of the absence and allows time to plan for homework/make-up work. This allows the student to keep up with activities in the classroom.

The Student Discipline Procedures of the Department of Education state that schools will generally excuse off-island absences for up to 10 days if they have the prior approval of a school administrator. Any pre-arranged absences will be required to submit

documentation as required by the school administrators. Consequently, school administrators are under no obligation to excuse off-island absences if such approval is sought after the off-island absence occurred.

PARTIAL ABSENCES

Partial absences are strongly discouraged. Please make every effort to schedule medical, dental or other appointments outside of school hours. If a partial absence cannot be avoided, give a brief note indicating the date and time of your child's appointment to your child's teacher at least two (2) days prior to the appointment date. When picking your child up for an appointment, you must sign in at the main office and sign your child out. **Photo identification is REQUIRED to sign your child out of school.**

Student release – Student(s) leaving campus prior to the end of the day must be checked out at the main office by the parent/legal guardian. If you have an appointment, please provide an appointment card in order for your child to be excused. **(NO phone calls will be entertained requesting for student(s) to be waiting in the office. NO student will be released to any person not listed on the student emergency information sheet. Proper valid identification is required.)**

STUDENT WITHDRAWAL OR TRANSFER

Parents who will be withdrawing their child from Upi or transferring their child to another school **must give at least three (3) instructional days advance notice to the child's teacher and the office.** Please remember that your child's withdrawal or transfer forms will not be released if there are outstanding obligations, i.e., library charges. Students' records/cumulative folder (Report Cards, etc....) will be sent to the receiving school by Upi's Office Staff.

UNIFORM/DRESS CODE

In accordance with Board Policy 410, "Upi Elementary adopted a uniform policy that is supported and embraced by the school committee." Students shall wear their proper school uniform daily except on Fridays. Students may wear "island wear" on Fridays to promote appreciation and preservation of the CHamoru culture. Wearing the same school uniform minimizes any distinction among students, deters bullying, and identifies our students on and off-campus as a safety measure.

Appropriate Attire

Students are not permitted to wear jewelry, sunglasses indoors (unless medically required), tattoos, or clothing that depicts offensive words, drug, alcohol, or gang-related symbols or logos.

Appropriate Footwear

Students must wear closed-toe shoes daily. No open-toe slippers (zori or sandals) are to be worn unless approved by the administration for special programs or activities or if a doctor or parent note indicates the student has a foot injury.

ARTICLES PROHIBITED ON CAMPUS

Items which may be hazardous, harmful to others, or which may interfere with school operations are prohibited. This includes, but is not limited to: expensive jewelry, electronic games, playing cards, knives, matches/lighters, cigarettes or vapes, cameras, roller blades, Hot Cheetos, pogs, and rubber bracelets. Cellphones on campus must be registered at the main office in order to be allowed on campus. (See cell phone policy).

Confiscated items will be returned solely to the parents/guardians of the child. All remaining confiscated items will be disposed of at the end of the school year. ***The school and the Department of Education will not be held liable for any stolen items brought from home to school.*** We encourage all our parents to speak to their children regarding this matter.

LOST & FOUND

Lost and found items are located in the main office. Students are responsible for their school bags, books or other things left unattended at any time, during the school day. This includes leaving things in the hallways, in the cafeteria, playground during recess and lunch. ***Note: Students are given until the last day of school to claim lost items. Items not claimed will be discarded or given to charity at the end of each school year.***

SCHOOL MEALS/CAFETERIA SERVICES

Breakfast & Lunch Program: Upi Elementary School is eligible for the "Community Eligibility Program (CEP)" for school year 2023-2024 which means **all students eat breakfast and lunch at no cost to them.**

In-Class Parties and Holiday Treats: In accordance with Board Policy 705, in-class parties for birthdays and holidays are NO longer permitted.

RECESS

Morning Recess: Students will be escorted by their teachers to the playground and picked up after recess. Students may eat their snacks under the playground canopy during outdoor recess. If weather does not permit, students may eat their snacks during indoor recess within their grade level quads.

STUDENT DROP-OFF AND PICK-UP

Arrival

The Upi Elementary School campus opens at 7:15 a.m. for students. The designated drop-off/pick-up area is located at the Mount Santa Rosa gate/1st gate to the school. The gate will open at 7:15 a.m. and close promptly at 8:15 a.m. We urge all parents not to drop their children off before 7:15 a.m. - they will not be allowed on campus due to the absence of adult supervision.



Dismissal

Students who are being picked up by their parent(s) or legal guardian(s) must proceed to the designated pickup area located at the Mount Santa Rosa gate/1st gate to the school. The gate will open promptly at 1:30 p.m. allowing parents to wait; however, students will not be released until 2:43 p.m. Students must be picked up by 3:00 p.m. All remaining students after 3:00 p.m. will be escorted to the main office. Parents must sign their child(ren) out at the main office after 3:00 p.m. The Guam Police Department and Child Protective Services will be contacted for any student remaining after 3:30 p.m.

Change of Transportation Routine

To request a change of after school transportation, parents/guardians must fill out a form at the main office and provide valid photo identification. Please note that **no phone calls will be accepted** to make changes to after school transportation.

PARKING AREA IN FRONT OF SCHOOL

The parking lot in front of the main office is for staff, faculty, and visitors. It is also the designated pick-up and drop-off area for school buses ONLY! This is NOT a designated drop-off and pick-up area for car riders.

Any visitor exiting their vehicles from the parking lot must proceed directly to the main office to obtain a campus pass. The Guam Police Department will be contacted should anyone be found within the campus without a pass and/or fails to adhere to school policies and procedures.

BUS SERVICES

School buses are provided to transport students to and from school. Riding the bus is a ***privilege***. Students are expected to show respect to the bus driver and consideration for everyone in the bus. ***While on the bus, students are under the direct authority of the bus driver.*** Proper behavior will ensure a safe and pleasant ride to school. Refusal to obey the driver's instructions may result in the following disciplinary actions:

- First Offense – Verbal warning (Notice sent home).
- Second Offense – Meeting with parents.
- Third Offense – Immediate loss of bus privilege.

Note: Consequences given are dependent on the offenses committed while on the bus.



The school does not make the bus schedule, so please contact the Department of Public Works or district bus operations at (671) 653-1028 for information regarding your child's bus station, bus numbers or any questions or incidences in reference to bus transportation.

SCHOOL/PERSONAL PROPERTY

Your child's teacher will provide a list of school supplies that your child will need for school.

Textbook: All textbooks and workbooks are issued free to students for their use. However, parents are responsible financially for loss or damage, beyond normal wear and tear, of any textbook or workbooks issued to their child(ren). School supplies, equipment and property lost or damaged by a student shall be replaced or paid for by the student's parent/guardian.

Classroom Equipment: Classroom equipment such as: desk, chairs, table, are available for students' use. Students are encouraged to properly use such equipment. Damages such as graffiti, rough usage, etc. will be the responsibility of the student's parents/guardians.

Personal Items: We encourage students to be responsible for their personal property and belongings. Each student shall keep his/her desk and personal belongings clean, neat and orderly at all times. Personal items such as lunch boxes, raincoats, jackets, backpacks should be marked and labeled with the student's name and classroom number. Lost and found items will be kept in the office until claimed. At the end of the school year, unclaimed items will be disposed of at the discretion of the administrator. Be aware that the school is not responsible if any personal items are damaged, lost or stolen. Make sure your child(ren) understands this policy.

FIELD TRIPS

Field trips will be scheduled during the school year to supplement lessons and expose students to additional information with regards to the unit of study. Parents are welcome to come along. **Any student without a written consent form/parent permission form will not be allowed to participate. Permission given over the phone will not be accepted. All students participating in any school sponsored field trips are required to use our school uniform** – this is for immediate identification and for student safety.

Students are representatives of Upi Elementary School and are expected to conduct themselves appropriately. With this in mind, a record of repeated disciplinary offenses or a major infraction may result in a student's field trip privilege being revoked.

STUDENT RECORD/CUMULATIVE FILE

Board Policy 825 gives parents/guardians certain rights regarding student records. These rights include:

- ☐ The right to inspect and review their child's educational records.
- ☐ The right to request changes in the records to correct inaccurate, misleading information or to delete information which violates privacy rights.
- ☐ The right to control access to your child's records.

Visit the main office from 8:30 a.m. to 2:00 p.m. if you would like to review your student's record.

CURRICULUM AND SUPPORT PROGRAMS

Common Core State Standards (CCSS) Curriculum

The Common Core Curriculum is an excellent foundation of standards states have laid as the first step in providing our young people with a high-quality education. It should be clear to every student, parent, and teacher what the standards of success are in every school. Its mission is to provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. It will prepare our students to compete successfully in the global economy.

Direct Instruction and Standards Based

Upi Elementary School will continue to utilize Direct Instruction in Reading for Kindergarten and First Grade and as a resource for all grades under the Common Core Curriculum ELA & Math alignment. Other content areas in Science, Social Studies, Chamorro, Music, P.E. will be taught using the GDOE adopted Standards Based Curriculum in alignment with the Assessments.

Chamorro

Public Law 21-31 mandates the teaching of Chamorro Language and Culture. Content standards and curriculum mapping provides the parameters for lesson planning.

English as a Second Language Services (ESL)- The ESL program is designed to assist Limited English proficient students in understanding, speaking, reading, and writing English at a level comparable to that of their native English speaking peers.

Head Start Program

Head Start is a federally funded preschool program for students (4 years old) who meet the established criteria. Criteria are set forth by the Guam Head Start Program located in the GDOE central office. For more information regarding Head Start, such as registration and student verification, please visit <https://guamheadstart.gdoe.net/> or call (671) 475-0484.

Special Education (SPED)

Our special education team includes our Resource Teacher, Psychologist, School Counselor, Speech Therapist, Teachers and a School Administrator. This team meets during IEP (Individualized Educational Plan) meetings to monitor progress of all students receiving special education services. Visit the Upi Resource Room at <https://sites.google.com/gdoe.net/upiresourceclass/home>.

Gifted and Talented Education (GATE)

This program is open to all students (kindergarten through fifth) who meet the GATE criteria set forth by the Special Education Division. Open-ended projects, critical thinking skill development and simulations are some of the strategies teachers are using to challenge students within this program.

Early Bird Program

Please contact the main office or your child's teacher for more information about the Early Bird Program.

Guidance/Counseling Services

The school counselor is available to assist students. Students must make arrangements with their homeroom teacher to see a counselor or administrator during class time. Parents and students are encouraged to see a counselor for any school related concerns.

HEALTH/NURSING SERVICES

Please note that an Emergency Health form MUST be filled out every year and updated as needed throughout the school year.

Guam law (10 GCA Health and Safety, Ch. 3 § 3322. Vaccination and Immunization) requires that each child be properly immunized for school attendance. Health requirements for enrollment and attendance include the following:

- Updated shot records
- Physical examination at entering kindergarten, sixth and ninth grade
- TB skin test at kindergarten, sixth and ninth grade or TB clearances if student has a positive TB skin test

If your child lacks any of the health requirements for school attendance, the Department of Education has an exclusion policy for lack of required immunizations, physical examinations and TB skin test or TB clearances. Absences incurred from exclusions are unexcused.

EXEMPTIONS

RELIGIOUS BELIEFS – Parents/Guardians need to submit an annual certification from the Director of the Department of Public Health and Social Services (DPHSS) in collaboration with a Licensed Physician indicating vaccine contraindication.

MEDICAL CONTRAINDICATIONS – Parents/Guardians need to submit a written statement from a Licensed Physician indicating vaccination contraindications.

ILLNESS AT SCHOOL

If your child becomes sick at school and needs to go home, the school nurse or main office staff will attempt to notify you or your designated emergency contacts listed on the emergency form. It is important to keep all contact information up to date and accurate. Please have a plan in place so your child will be picked up as soon as possible for their comfort and safety.

ACCIDENTS AT SCHOOL

Children should report all accidents on the playground or on the way to or from school to a teacher or the main office. Minor first aid treatment is provided at school. If an injury is more serious, the school will notify parents/guardians, and call the Emergency Medical Services (911).

ADMINISTRATION OF MEDICATION

All medications given in school, including over-the-counter drugs, shall be prescribed by a licensed healthcare provider. The following forms need to be completed before medication administration at school:

- GDOE Medication consent form MUST be signed by parent/guardian and licensed healthcare provider
- Medication forms are available at the school nurse and main office.
- It is parent/guardian responsibility to ensure the provider ordered medications and must submit the medications in the original pharmacy-labeled container.
- ONLY adults are allowed to bring medication to school
- Special considerations may be allowed if a **Medication Self-Administer Agreement Form** is completed by the provider, parent/guardian and student.

HEAD LICE

If it is confirmed that a child, while at school, has nits and/or head lice, the parents/guardians will be notified immediately. The child will not be excluded from class, and will be allowed to complete the day. It will be the parent's responsibility to choose the treatment that best meets the needs of the child and family. Parents/guardians will be required to accompany their child to school for clearance prior to returning to class. If live lice are found, the student is NOT allowed to attend school.

For more information, contact Julietta Quinene, R.N., MBA-HCA, HBCUR, Community Health & Nursing Services Administrator (CH&NSA) at (671) 300-1623/1624 or visit <https://sites.google.com/a/gdoe.net/studentsupportservices/school-health-counselors>.

HEALTH SCREENINGS

The school nurse screens for Hearing, Vision and Body Mass Index. Referral notes will be sent home if a child has failed the hearing or vision screening. Parents will be notified of their child's BMI information.

LIBRARY

The Upi Library is available for teachers to bring their class weekly from Monday to Thursday except during holidays. It may be closed on certain occasions for special testing or activity and class instruction planned by the librarian or classroom teachers. Students are welcome to use the library during recess provided students have a pass.



Library Rules:

- Students who come to the library during recess and morning must have a pass from the homeroom teacher.
- Students are allowed to check out 2 books at time and must be returned within two weeks.
- Lost books must be paid prior to clearance of report card or withdrawals. (Board Policy 710)

REPORTING ACADEMIC PROGRESS

A mid-quarter progress report will be sent home each quarter. These must be signed and returned to your child's teacher. If a conference is needed, as indicated by the respective teacher, it is expected that you communicate with your child's teacher to set up or confirm the time and date of conference.

Report Cards are distributed after the end of every quarter and must be signed and returned. There are four quarters in a school year.

Parent Teacher Conferences are scheduled twice during the school year, after the 1st and 2nd quarter. Parents are welcome to communicate with teachers to schedule a conference if they are unable to make it to the scheduled Parent Teacher Conferences.

GRADING OF STUDENTS

Academic grades are based on attainment of grade level skills as set forth by the Board of Education. Children who are enrolled in the special programs are graded according to their program standards.

KINDERGARTEN REPORT CARD

M = Mastery
S = Satisfactory
I = Improvement Needed
() = Not evaluated but needs more time

CHARACTER DEVELOPMENT GRADE CODE

(4) Excellent
(3) Satisfactory
(2) Needs Improvement
(1) Unsatisfactory
(N) Not Enough Evidence / No Evidence / No Effort

FIRST – FIFTH GRADES

Converting Traditional Grades into Standards-Based Grades

Traditional Grading Scale		Standards-Based Grading Scale	
Letter Grade	Percentage (%)	Scale	Level of Mastery
A	90-100%	4	Advanced
B	80-89%	3	Proficient
C	70-79%	2	Basic
D	60-69%	1	Below Basic
F	0-59%		

4 = I got it and can show others how to do this skill.
3 = I understand this skill and can do it consistently.
2 = I need some help with this skill.
1 = I don't know how to do this skill yet.

SCHOOL/FAMILY/COMMUNITY PARTNERSHIP

EXPECTATIONS

Parents and Guardians play a vital role in the home-to-school relationship. The school strives to establish a strong partnership between the school, the home and the community.

From the home, it is expected that parents/guardians:

- ☐ Be familiar with all the school rules and offer recommendations for improvement.
- ☐ Complete, sign and submit forms and other documents in a timely manner.
- ☐ Discuss student responsibilities with your child(ren).
- ☐ Notify the school if your child is to be absent and be sure to send a note or doctor's excuse the day your child returns to school justifying your child's absence.
- ☐ Attend conferences when requested to participate in planning the course of action to be taken before and after administration of disciplinary action.
- ☐ Contact your child's teacher if you have any questions or concerns.

PARENT-TEACHER ORGANIZATION (PTO)

This group represents parents and families of students attending Upi Elementary School. They meet at scheduled times with teacher representatives to collaboratively address school and student needs. Through their hard work and dedication, many activities are planned to socialize and raise funds to assist the school. Parents and teachers are strongly encouraged to get involved in this organization. Your ideas, concerns and other input are important and should be heard. It is necessary that home, school and community work together as a team to plan and execute activities that promote student achievement. Officers and committee members are needed to make this organization run smoothly. Out of district families are required to attend PTO meetings.

DISCIPLINE PLAN

The primary objective of school discipline is to maintain a safe and orderly environment that positively affects academic achievement. Discipline provides an opportunity for students to understand that inappropriate behavior results in appropriate consequences. These consequences are designed to keep the students academically involved. Exclusion from learning

opportunities is a final disciplinary option. We believe it is imperative to provide students with feedback for their disruptive behavior and allow for positive intervention to avoid future incidents.

MINOR VS. MAJOR BEHAVIOR OFFENSES		
Behavior	Minor Teacher Managed	Major Office Managed
<ul style="list-style-type: none"> Defiance Disrespect and non-compliance 	<ul style="list-style-type: none"> Not working/Unfinished work Not participating in group work Making faces/rolling eyes Huffing, sighing etc. Arguing-Inappropriate response to teacher request Cheating/Lying 	<ul style="list-style-type: none"> Blatant insubordination "F-you" flipping off, etc. Repetitive minor incidences that normal classroom consequences are not addressing
<ul style="list-style-type: none"> Disruption 	<ul style="list-style-type: none"> Making noises Talking Out of seat Not listening 	<ul style="list-style-type: none"> Screaming/yelling Teacher cannot teach Students cannot learn Out of control behavior
<ul style="list-style-type: none"> Electronic Devices 	<ul style="list-style-type: none"> Texting Earphones 	<ul style="list-style-type: none"> Refuses to give up cell phone Accessing "off limit" areas on computer
<ul style="list-style-type: none"> Attendance/Tardy 	<ul style="list-style-type: none"> Tardy Leaves class a few minutes early 	<ul style="list-style-type: none"> Truancy leaving classroom w/o permission with 10 min. or more left of class time
<ul style="list-style-type: none"> Inappropriate Language 	<ul style="list-style-type: none"> Negative talk Name calling Swearing 	<ul style="list-style-type: none"> Blatant swearing Offensive/harassing languages
<ul style="list-style-type: none"> Dress Code 	<ul style="list-style-type: none"> Spaghetti straps Exposed midriff Short skirt or shorts Low cut top 	<ul style="list-style-type: none"> Gang related apparel Overtly suggestive or violent clothing
<ul style="list-style-type: none"> Physical Contact 	<ul style="list-style-type: none"> Poking Tripping Bumping into another 	<ul style="list-style-type: none"> Spitting Fighting Pushing Punching
<ul style="list-style-type: none"> Property Misuse 	<ul style="list-style-type: none"> Minor vandalism (writing on desk) Stealing minor items 	<ul style="list-style-type: none"> Vandalism (Breakage) Defacing property Stealing major items

POSITIVE BEHAVIOR INTERVENTIONS WILL BE FOLLOWED FOR NON-COMPLIANCE:

1. Warning/Student Counsel
2. Parent Notification
3. Referral to Counselor/Peer Mediation/Group Rep
4. Conference with Teacher /Counselor/Administrator
5. Referral to Administration
6. Referral to other Agency

Other interventions/consequences: Detention/loss of recess, attendance/behavior monitor sheet, parent shadow, anger management programs, behavior modification plan, writing assignment, work detail, suspension, alternative school.

DISCIPLINARY PROCEDURES



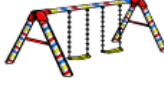



The following table presents examples of offenses at different levels and recommended action. The list is not exhaustive. Common sense and good judgment should serve as guiding principles.

LEVEL 1	
OFFENSES	CONSEQUENCES
4 Minor Classroom Infractions	<div>1. Conference with Student – Warning/Reprimand<ul style="list-style-type: none">Loss of PrivilegesParent Contact</div> <div>2. 3-5 Days Student Placed on Contract<ul style="list-style-type: none">Referral to Counselor</div> <div>3. 1-3 Days - Detention / Work Detail</div>
Abusive Language/Gestures/Profanity	
Disruptive Behavior	
Tardy (3 Unexcused) (BP 411)	
Dress Code Violation (BP 401)	
Endangers: Horse playing/Sparring	
Technology Violation	
Found Off-Limits Area	
Littering	
Inappropriate physical contact	
Public Display of Affection	
LEVEL 2	
OFFENSES	CONSEQUENCES
3 Level 1 Infractions	<div>1. 3-5 Days - Lunch Detention / Work Detail<ul style="list-style-type: none">Mandatory Parent ConferenceReferral to Counselor2 Weeks Student Placed on Contract</div> <div>2. 5-10 Days - Lunch Detention / Work Detail<ul style="list-style-type: none">Referral to Counselor3 Weeks Student Placed on Contract</div> <div>3. 1-3 Days - Parent Shadowing / Suspension<ul style="list-style-type: none">In School SuspensionReferral to Counselor4 Weeks Student Placed on Contract</div>
Physical Aggression	
Defiance/Disrespect/Insubordination	
Deceptive Behavior	
Property Damage	
Theft	
Instigating a Fight	
Use/Poss/Distribution of Contraband	
Reckless Conduct	
Forgery	
Gambling	
Use/Poss/Distribution of Unauthorized Medium	
Obscenity	
Skippping	
Academic Dishonesty	
LEVEL 3	
OFFENSES	CONSEQUENCES
3 Level 2 Infractions	<div>1. 3-10 Days - Parent Shadowing / Suspension / In School Suspension<ul style="list-style-type: none">Mandatory Parent ConferencesReferral to Counselor4 Weeks Student Placed on Contract</div> <div>2. 5-10 Days – Parent Shadowing / Suspension / In School Suspension<ul style="list-style-type: none">Mandatory Parent ConferencesReferral to Counselor6 Weeks Student Placed on Contract</div>
Bullying/Harassment/Intimidation	
Cyber-bullying/Sexting	
Use/Poss./Distribution of Tobacco Products	
Use/Poss./Distribution of Alcohol Products*	
Use/Poss. Of Combustibles	
Vandalism Property Damage	
Terroristic Conduct*	
Arson Property Damage*	
Use/Poss./Distribution of Weapons*	
Intoxication*	
Endangers: Fighting*	

Assault/Battery*
 Assault/Battery to Employee*
 Endangers: Rioting (4 or more individuals)*
 Use/Poss./Distribution of Inhalants
 Extortion
 Use/Poss./Distribution of Firearms/Explosives* (BP 425)
 Graffiti Property Damage
 Sexual Harassment
 Sexual Assault*
 Left Campus without Permission

3. **10 Days – Parent Shadowing / Suspension / In School Suspension**
 - Mandatory Parent Conference
 - Referral to Counselor
 - 8 Weeks Student Placed on Contract
 - DAC Hearing
4. **Referral to another Agency**

**Note: As per the Office Discipline Referral (ODR) Form, “The consequences in each level are progressive in nature but may not be administered in the order presented; other incidences/consequences are allowable in respective levels.*

STUDENT BEHAVIOR EXPECTATIONS Totots are Responsible, Respectful, and Ready for Life						
3 B's	<i>All Settings/Hallways/Waiting Areas</i> 	Bathroom 	Playground 	Cafeteria 	Classroom/Library 	School Bus 
Be Safe	Walk in a straight line Keep hands, feet, and objects to yourself Listen and follow instructions Wear appropriate attire (uniform and closed shoes)	Flush the toilet properly Wash and dry your hands Throw paper towels in trash can Walk back to class	Stay in assigned areas Use equipment properly Keep hands, feet, and objects to yourself Follow game rules	Stay in line Walk at all times Use inside voices Keep hands and feet to yourself Eat your food Clean up your area	Keep hands, feet, objects to yourself Keep chairs on the floor at all times Walk at all times Use inside voices Put your supplies in the proper place.	Stay in your seat Walk when getting on or off the bus Keep belongings to your self Keep hands and feet to yourself Keep bus clean
Be Respectful	Use inside voices Use kind words (thank you, please, excuse me) Respect school and personal property Keep litter in trash cans Respect everyone around you.	Use inside voices Respect privacy Wait your turn Close bathroom doors carefully Keep walls clean (no writing)	Share the playground equipment and return it Use kind words when talking and playing Use table manners when eating or drinking. Play fairly	Use kind words Wait your turn to get your food. Make space at the table for others to eat. Use table manners	Ask permission to use other's property. Stay in your seat. Use kind words Focus on speaker Raise your hand to speak.	Use inside voices Listen and Follow Directions on the bus Use kind words Respect others' property
Be Responsible	Keep your belongings in their proper place. Report wrong behavior to an adult. Stay in the line until dismissed. Keep our campus clean.	Make sure the toilet is flushed. Make sure the water is turned off. Make sure the trash is picked up.	Report any behavior that is not safe. Pick up trash and put in the trash can.	Pick up trash and put in the trash can. Report any behavior that is not acceptable.	Return other people's property when you borrow it. Bring materials to school every day.	Report unsafe behavior to bus driver Know your destination Know your phone number and address.

EMERGENCY PROCEDURES

Emergency procedures are addressed in Board Policies 500, 505, 510, and 515. All students are required to familiarize themselves with the evacuation procedures and plan for quick and easy evacuation. Whenever the building must be evacuated, students must follow the assigned evacuation routes, and go to the assigned holding areas where the teacher will take attendance.

TYPHOON POLICY PROCEDURE (BOARD POLICY 510)

Schools are normally dismissed shortly after COR2 is declared. If typhoon COR2 is declared while school is in session, buses will be called and students will be sent home. Parents should listen to the radio, television, and official school news to determine when and if students should return to school.

FIRE DRILLS

A fire drill will be held as needed. Please adhere to the evacuation procedures according to the teachers and follow the evacuation map for each respective classroom.

Parent Expectations:

- Be Calm! Parents must stay calm so that teachers and staff can more efficiently do their work to follow safety procedures recommended by Homeland Security. Panic only creates more problems.
- If parents and visitors are present on campus, staff and teachers will inform them to evacuate and head to the safe zone.
- To ensure that all students are accounted for, parents must get clearance from the Incident Commander before taking their child(ren) off-campus.

Student Expectations:

- Be calm and follow school evacuation procedures.
- Stay with your class and follow teachers' instructions.

BOMB THREAT

If the school should receive a call relative to the presence of a bomb, regular fire drill procedures will be initiated at that time. Entry into the building will be prohibited for all personnel and students until the Guam Fire Department has granted clearance.

Parent Expectations:

- Be Calm! Parents must stay calm so that teachers and staff can more efficiently do their work to follow safety procedures recommended by Homeland Security. Panic only creates more problems.
- If parents and visitors are present on campus, staff and teachers will inform them to evacuate and head to the safe zone.
- To ensure that all students are accounted for, parents must get clearance from the Incident Commander before taking their child(ren) off-campus.

Student Expectations:

- Be calm and follow school evacuation procedures.
- Stay with your class and follow teachers' instructions.

LOCK DOWN DRILLS

A lock down drill will be held as needed. Please adhere to the evacuation procedures according to the teachers and follow the evacuation map for each respective classroom.

Parent Expectations:

- Be Calm! Parents must stay calm so that teachers and staff can more efficiently do their work to follow safety procedures recommended by Homeland Security. Panic only creates more problems.
- If parents and visitors are present on campus, teachers and staff will notify them to enter the nearest classroom/office, take cover, hide, and remain inside until the incident commander says it is safe to exit.
- To ensure that all students are accounted for, parents must get clearance from the Incident Commander before taking their child(ren) off-campus.

Student Expectations:

- If students are outdoors, teachers and staff will notify them to go into the nearest room, take cover, hide, and remain inside until the incident commander says it is safe to exit. If students are indoors, teachers and staff will notify students to take cover, hide, and remain silent until the incident commander says it is safe to exit.
- Be calm and follow school evacuation procedures.
- Stay with your class and follow teachers' instructions.

EARTHQUAKE DRILLS

Students are to find shelter and follow the Drop, Cover and Hold and Evacuate!

**Please inquire for more detailed emergency procedures by calling or simply visiting our school.*

Parent Expectations:

- Be Calm! Parents must stay calm so that teachers and staff can more efficiently do their work to follow safety procedures recommended by Homeland Security. Panic only creates more problems.
- If parents and visitors are present on campus, teachers and staff will direct them to find coverage under the nearest table or desk until the earthquake stops.
- To ensure that all students are accounted for, parents must get clearance from the Incident Commander before taking their child(ren) off-campus.

Student Expectations:

- Stay under the desk or table until the shaking stops.
- Stay calm and follow school evacuation procedures.
- Stay with your class and follow teachers' instructions.

LAWS & POLICIES GOVERNING STUDENTS

Public Law 28-45 (Every Child is entitled to an Adequate Education):

The act recognizes that civil right and gives school children access to the courts to vindicate that right with the parent of a child empowered to conduct litigation on behalf of the child.

Board Policy 405 (Suspension/Expulsion):

All suspensions must be initiated by a school principal as an exercise of administrative authority. No out of school suspension may last longer than twenty school days. (This is an amended version. Complete policy is available upon request in the main office.)

Board Policy 406: (Cellular Phone)

Students may have cellphones on their campuses at any time so long as not to disrupt the instructional day and not used to take pictures or engage or facilitate any academic dishonesty. Students may use their cellphones during non-instructional hours. This means during breaks, lunches and at school sponsored activities.

Board Policy 440:

Students may not leave the 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 both their parents/legal guardian(s) and principal.

Board Policy 705:

Foods of Minimal Nutritional Value (FMNV) are prohibited from being SOLD, GIVEN AWAY or PROMOTED at any time during school hours of operation and during all sanctioned student extracurricular events. This requires that NO outside food be available to students throughout the school day. Because of this policy there will be NO PARTIES at all during the school day as we encourage the consumption of healthy foods and beverages.

Board Policy 409:

All Students who attend any school within the jurisdiction of GDOE are governed by this policy. Schools shall be free from harassment, intimidation or bullying, cyber bullying, sexting and sexual harassment and shall provide an environment that is conducive to learning. School administrators shall ensure that the school environment is free of any threat while attending school and any school sponsored activities. Students shall immediately report incidences of bullying or sexual harassment to the school Principal, a teacher, school aide or other school employee.

Title 17 Guam Code Annotated (Education) states in part:

Section 5D. School Discipline: Every teacher shall hold pupils to strict account for their conduct on the school premises and during recess. Teachers shall send a written explanation of the incident or problem to their school administrators at time of the referral.

ATTENDANCE POLICY: BOARD POLICY 411

Absence

We encourage regular and prompt attendance from our students. Please support your child by ensuring that your child is at school ready to learn by 8:30 a.m.



- a. Absence(s) for **three or more consecutive days** because of illness requires a doctor's certification.
*Failure to bring an excuse note (**within 2 school days**) for an absence will be documented as an unexcused absence and may be used for court referral.
- b. If your child is absent in some class periods due to off campus reasons such as dental, doctor's appointment, illness, court etc., **must sign out in the main office before leaving the campus and obtain an off campus slip**. Keep your off campus slip upon return for your teachers.
- c. When your child is unable to attend school for **a day or two**, send a note to school. The student must report to school with a written note from their parent/legal guardian explaining the absence.
Longer absences may be prevented by parents keeping their children home at the first signs of illness.

ABSENCES ARE CONSIDERED EXCUSED WHEN IT IS DUE TO:

1. Illness of the student.
2. Scheduled medical or dental visits.
3. Required appearances at court or other legally related proceedings.
4. Lack of available bus transportation, provided the student relies on bus transportation to go to school.
5. Travel, which has the prior approval of a school administrator.
6. Natural catastrophe or disaster.
7. Participation in authorized school related activities or compliance with administrative actions taken by the school, such as field trips, conferences called by administrators or counselors, suspensions, going home because of illness or injury, etc.
8. Observance of holidays recognized by a religion of which the student is a member.

THE FOLLOWING ARE NOT ACCEPTABLE EXCUSES FOR ABSENCES:

1. Babysitting, taking care of a friend or relative's home.
2. Housekeeping or housework.
3. Lack of transportation (car riders).
4. Party, fiesta, or rosary preparations.
5. Missing the bus.
6. Waking up late.

Unexcused Absences- When a student accumulates twelve (12) unexcused absences within the school year he/she falls under the compulsory attendance law and the teacher will refer the student for truancy referral for further disciplinary actions.

Consequences for unexcused absences include mandatory parent conferences, work detail, referral to counselor, attendance monitor, and/or referral to the Truant Officer.

Attendance Area

Board Policy 318 defines students' attendance areas as being where:

- a. Their parents live.
 - b. Their guardians (defined as a an adult other than a parent who has been lawfully invested with the power, and charged with the duty, of taking care of a child, as evidenced by a court order) live if the guardians are not the parents or
 - c. The adults who are caring for them live if their parents or guardians are not on-island.
- Note that where students live has nothing to do with their attendance areas. In other words, the attendance area of students is determined by where their parents/guardian/caretakers live, even if the students are not living with their parents/guardians/ caretakers.*

ENGLISH LANGUAGE ANCHOR STANDARDS

(Retrieved from: <http://www.ncpublicschools.org/acre/> and <http://www.corestandards.org>)

College and Career Readiness Anchor Standards for Reading	CCR Anchor Standard College and Career Readiness Anchor Standards for Writing
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.	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	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. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	3. Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
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.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <i>(Begins in grade 3)</i>
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.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
6. Assess how point of view or purpose shapes the content and style of a text.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
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.	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. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research. <i>(Begins in grade 4)</i>
10. Read and comprehend complex literary and informational texts independently and proficiently.	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. <i>(Begins in grade 3)</i>

College and Career Readiness Anchor Standards for Speaking and Listening	College and Career Readiness Anchor Standards for Language
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.	1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	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. <i>(Begins in grade 2)</i>
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.	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. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	5. Demonstrate understanding of word relationships and nuances in word meanings.
6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.	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.

Math Common Core Standards

Kindergarten	First Grade	Second Grade
Counting and Cardinality		
Know number names and the count sequence. Count 0-100 by ones and tens.		
Count to tell the number of objects.		
Compare numbers. (Greater than, less than or equal to)		
Operations and Algebraic Thinking Common Core Cluster		
Understand addition as putting together and adding to, and understand subtraction as taking apart and taking from.	Represent and solve problems involving addition and subtraction.	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.	Add and subtract within 20.
	Work with addition and subtraction equations.	Work with equal groups of objects to gain foundations for <i>multiplication</i> .
Number and Operations in Base Ten		
Work with numbers 11–19 to gain foundations for place value.	Extend the counting sequence.	
	Understand place value.	Understand place value.
	Use place value understanding and properties of operations to add and subtract.	Use place value understanding and properties of operations to add and subtract.
Measurement and Data		
Describe and compare measurable attributes.	Measure lengths indirectly and by iterating length units.	Measure and estimate lengths in <i>standard</i> units.
Classify objects and count the number of objects in each category.		Relate addition and subtraction to length.
	Tell and write time.	
	Represent and interpret data.	Represent and interpret data.
Geometry		
Identify and describe shapes (squares, circles, triangles, rectangles, hexagons, cubes, cones, cylinders, and spheres).	Reason with shapes and their attributes.	Reason with shapes and their attributes.
Analyze, compare, create, and compose shapes.		

Math Common Core Standards

Third Grade	Fourth Grade	Fifth Grade
Operations and Algebraic Thinking Common Core Cluster		

Represent and solve problems involving multiplication and <i>division</i> .	Use the four operations with whole numbers to solve problems. (addition, subtraction, multiplication, division)	Write and interpret numerical expressions. <i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: parentheses, brackets, braces, numerical expressions.</i>
Understand properties of multiplication and the relationship between multiplication and division.	Gain familiarity with factors and multiples.	
Multiply and divide within 100.	Generate and analyze patterns.	Analyze patterns and relationships. <i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: numerical patterns, rules, ordered pairs, coordinate plane.</i>
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. <i>1 A range of algorithms may be used.</i>	Generalize place value understanding for multi-digit whole numbers. <i>1 Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000. Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: place value, greater than, less than, equal to, <, >, =, comparisons/compare, round</i>	Understand the place value system. <i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: place value, decimal, decimal point, patterns, multiply, divide, tenths, thousands, greater than, less than, equal to, <, >, =, compare/comparison, round</i>
	Use place value understanding and properties of operations to perform multi-digit arithmetic. <i>1 Grade 4 expectations in this domain are limited to whole numbers less than or equal to 1,000,000.</i>	Perform operations with multi-digit whole numbers and with decimals to hundredths. <i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: multiplication/multiply, division/divide, decimal, decimal point, tenths, hundredths, products, quotients, dividends, rectangular arrays, area models, addition/add, subtraction/subtract, (properties)-rules about how numbers work, reasoning</i>
Develop understanding of fractions as numbers.	Extend understanding of fraction equivalence and ordering. <i>Students develop understanding of fraction equivalence and operations with fractions. They recognize that two different fractions can be equal (e.g., $15/9 = 5/3$), and they develop methods for generating and recognizing equivalent fractions.</i>	Use equivalent fractions as a strategy to add and subtract fractions. <i>Students apply their understanding of fractions and fraction models to represent the addition and subtraction of fractions with unlike denominators as equivalent calculations with like denominators. They develop fluency in calculating sums and differences of fractions, and make reasonable estimates of them.</i>

	<p>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</p> <p><i>Students extend previous understandings about how fractions are built from unit fractions, composing fractions from unit fractions, decomposing fractions into unit fractions, and using the meaning of fractions and the meaning of multiplication to multiply a fraction by a whole number.</i></p>	<p>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</p> <p><i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: fraction, numerator, denominator, operations, multiplication/multiply, division/divide, mixed numbers, product, quotient, partition, equal parts, equivalent, factor, unit fraction, area, side lengths, fractional sides lengths, scaling, comparing</i></p>
	Understand decimal notation for fractions, and compare decimal fractions.	
Measurement and Data		
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	<p>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</p> <p><i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: measure, metric, customary, convert/conversion, relative size, liquid volume, mass, length, distance, kilometer (km), meter (m), centimeter (cm), millimeter (mm), kilogram (kg), gram (g), liter (L), milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), time, hour, minute, second, equivalent, operations, add, subtract, multiply, divide, fractions, decimals, area, perimeter</i></p>	<p>Convert like measurement units within a given measurement system.</p> <p><i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: conversion/convert, metric and customary measurement</i></p> <p><i>From previous grades: relative size, liquid volume, mass, length, kilometer (km), meter (m), centimeter (cm), kilogram (kg), gram (g), liter (L), milliliter (mL), inch (in), foot (ft), yard (yd), mile (mi), ounce (oz), pound (lb), cup (c), pint (pt), quart (qt), gallon (gal), hour, minute, second</i></p>
Represent and interpret data.	Represent and interpret data.	Represent and interpret data.
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	Geometric measurement: understand concepts of angle and measure angles.	Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.		
Geometry		
<p>Reason with shapes and their attributes.</p> <p><i>Students describe, analyze, and compare properties of two dimensional shapes. They compare and classify shapes by their sides and angles, and connect these with definitions of shapes. Students also relate their fraction work to geometry by expressing the area of part of a shape as a unit fraction of the whole.</i></p>	<p>Draw and identify lines and angles, and classify shapes by properties of their lines and angles.</p>	
		Graph points on the coordinate plane to solve real-world and mathematical problems.

		<p><i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: coordinate system, coordinate plane, first quadrant, points, lines, axis/axes, x-axis, y-axis, horizontal, vertical, intersection of lines, origin, ordered pairs, coordinates, x-coordinate, y-coordinate</i></p>
		<p>Classify two-dimensional figures into categories based on their properties.</p> <p><i>Mathematically proficient students communicate precisely by engaging in discussion about their reasoning using appropriate mathematical language. The terms students should learn to use with increasing precision with this cluster are: attribute, category, subcategory, hierarchy, (properties)-rules about how numbers work, two dimensional</i></p> <p><i>From previous grades: polygon, rhombus/rhombi, rectangle, square, triangle, quadrilateral, pentagon, hexagon, cube, trapezoid, half/quarter circle, circle, kite.</i></p>

ONLINE RESOURCES:

<http://educore.ascd.org/>

www.ccsstoolbox.comwww.marzanoresearch.com

<http://corecommonstandards.com/>

www.corestandards.com

www.thecurriculumcorner.com

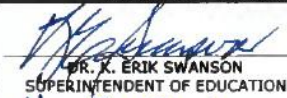

<http://www.ncpublicschools.org/acre/standards/common-core-tools/>

www.americaachieves.orgwww.achievethecore.com

<http://achievementstrategies.org/templates.html>

**Department of Education
SCHOOL CALENDAR (AMENDED)
SY 2023-2024**

August 4, 2023	Friday	TEACHER WORKDAY #1 / 1 st SEMESTER BEGINS
August 7-22, 2023	Monday – Tuesday	PROFESSIONAL DEVELOPMENT DAYS #1 – #12
August 7 - 23, 2023	Monday – Wednesday	HEAD START PRE-SERVICE & PROFESSIONAL DEVELOPMENT DAYS (i.e. Program Requirements, Child Assessments)
August 23, 2023	Wednesday	CLASSES COMMENCE
August 24 – 25, 2023	Thursday – Friday	HEAD START PARENT-CHILD DAY
August 28, 2023	Monday	HEAD START CLASSES COMMENCE
September 4, 2023	Monday	HOLIDAY (LABOR DAY) – NO CLASSES
September 18, 2023	Monday	HEAD START (Home Visits/Child Assessments) – NO CLASSES
September 22, 2023	Friday	JPTSA – BLOCK I 1 st SEMESTER MIDTERM
September 29, 2023	Friday	JPTSA – Student-Teacher Conference
October 20, 2023	Friday	1 st SEMESTER MIDTERM
October 24, 2023	Tuesday	JPTSA – END OF BLOCK I 1 st SEMESTER
October 25, 2023	Wednesday	JPTSA – BLOCK I 2 nd SEMESTER BEGINS
October 27, 2023	Friday	Elementary School/Head Start Parent-Teacher Conference
October 30, 2023	Monday	Middle School Parent-Teacher Conference JPTSA – 1 st Semester Grades Due at the end of the duty day
November 1, 2023	Wednesday	High School Parent-Teacher Conference
November 2, 2023	Thursday	HOLIDAY (ALL SOULS DAY) – NO CLASSES
November 3, 2023	Friday	HEAD START PROFESSIONAL DEVELOPMENT
November 10, 2023	Friday	HOLIDAY (VETERAN'S DAY) – NO CLASSES
November 22, 2023	Wednesday	JPTSA – BLOCK I 2 nd SEMESTER MIDTERM
November 23, 2023	Thursday	HOLIDAY (THANKSGIVING) – NO CLASSES
November 24, 2023	Friday	MAKE-UP DAY #1
December 8, 2023	Friday	HOLIDAY (OUR LADY OF CAMARIN DAY) – NO CLASSES
December 18 – 29, 2023	Monday – Friday	INTERSESSION – NO CLASSES
January 1, 2024	Monday	HOLIDAY – NO CLASSES
January 2, 2024	Tuesday	CLASSES RESUME
January 12, 2024	Friday	END OF 1 st SEMESTER JPTSA – END OF BLOCK I 2 nd SEMESTER
85 SCHOOL DAYS		
January 15, 2024	Monday	HOLIDAY (MARTIN LUTHER KING, JR. DAY) – NO CLASSES 2 nd SEMESTER BEGINS JPTSA – BLOCK II 1 st SEMESTER BEGINS
January 16, 2024	Tuesday	HEAD START PROFESSIONAL DEVELOPMENT / CHECKPOINT
January 19, 2024	Friday	1 st Semester Grades Due at the end of the duty day JPTSA – Block I 2 nd Semester Grades Due
January 22, 2024	Monday	Elementary School Parent-Teacher Conference
February 16, 2024	Monday	JPTSA – BLOCK II 1 st SEMESTER MIDTERM
February 23, 2024	Tuesday	JPTSA – Student-Teacher Conference
March 4, 2024	Monday	HOLIDAY (CHAMORU HERITAGE DAY) – NO CLASSES
March 15, 2024	Friday	2 nd SEMESTER MIDTERM
March 18, 2024	Monday	JPTSA – END OF BLOCK II 1 st SEMESTER
March 19, 2024	Tuesday	JPTSA – BLOCK II 2 nd SEMESTER BEGINS
March 22, 2024	Friday	Middle School Parent-Teacher Conference JPTSA – Block II 1 st Semester Grades Due
March 25 – 29, 2024	Monday – Friday	INTERSESSION – NO CLASSES
April 1, 2024	Monday	CLASSES RESUME High School Parent-Teacher Conference

April 1 – May 10, 2024	Monday – Friday	DISTRICT-WIDE ASSESSMENT Testing Window
April 26, 2024	Wednesday	JPTSA – BLOCK II 2 nd SEMESTER MIDTERM
April 29, 2024	Monday	HEAD START – NO CLASSES (Home Visits, Checkpoint)
May 22, 2024	Wednesday	END OF 2 nd SEMESTER / LAST DAY OF CLASSES JPTSA – END OF Block II 2 nd SEMESTER
May 23, 2024	Thursday	TEACHER WORK DAY #2 2 nd Semester Grades Due at the end of the duty day JPTSA – Block II 2 nd Semester Grades Due
85 SCHOOL DAYS		
May 24, 2024	Friday	SCHOOL VACATION BEGINS
In the event the Make Up Day is utilized, the end of the quarter shall be adjusted accordingly.		
In the event that the Make Up Day is utilized, the last day of the 4 th Quarter and the Teacher Work Day shall change accordingly (P.L. 28-45).		
In the event that additional make up days are necessary, the available Professional Development Day(s) shall be used as a school day(s).		
SUMMARY		APPROVED BY THE GEB
170 School Days 2 Teacher Work Days 2 Parent-Teacher Conference Days 12 Professional/Staff Development Days 186 Days	FLEXIBLE MAKE-UP DAY November 24, 2023	 DR. X. ERIK SWANSON SUPERINTENDENT OF EDUCATION DATE 8/7/23
HEAD START: 168 School Days 4 Teacher Work Days 2 Parent-Teacher Conference Days 12 Professional/Staff Development Days 186 Days		 MARY A.Y. OKADA CHAIR, GUAM EDUCATION BOARD DATE 8/10/23

Updated: July 27, 2023

FREQUENTLY ASKED QUESTIONS

Enrollment Information

How do I enroll my child in school?

Enrollment is done in person at your child's district school. You must bring [proof](#) of identity (birth certificate/passport), proof of residency (mayor's verification/utility bill), and immunization shot record, parent ID, medical clearance/exam, and any legal court documents pertaining to your child. If your child has previously attended a different district school, you should bring a copy of their latest report card.

I want to enroll my child outside my district school

Board Policy 318 defines a student's attendance area as being where their parents or legal guardian lives. Parents seeking enrollment outside of their attendance areas must submit a completed "out-of-attendance-area request" form to the school Principal. The principal may require a meeting with the parent/guardian to discuss the reason(s) for the request as a condition for the approval. Approval/disapproval of the request is solely at the principal's discretion and is dependent upon available space.

Is my child eligible for Kindergarten?

Students may enroll for Kindergarten who are or will be five years of age by July 31, provided registration requirements are completed by the end of the second week of school. Students may also be eligible if the child is transferring from another school in which they were in Kindergarten, provided they were five years on or before July 31 and had attended the school from which they are transferring by the beginning of the third week after which the school had started. For more information, you contact your child's district school.

Prekindergarten and Head Start Program Enrollment and Registration Information

Is my child eligible for a Pre-K or Head Start program?

Prekindergarten/Head Start programs are available for children who will be from ages 3 to 5 years, with a special focus on helping preschoolers develop the early reading and math skills they need to be successful in school and whose families meet income eligibility requirements. For more information please call 475-0484.

Attendance and Off-Island Absences

I have a family emergency and we need to go off-island, what do I need to do?

Generally, off-island absences for up to 10 school days are excused if they have prior approval of a school administrator. You must visit your child's district school and fill out an off-island request form and provide a copy of your itinerary. Off-island absences for more than 10 days will be under the discretion of the school administrator in which the nature of the trip and academic standing of the child must be considered first. If the nature of the absences cannot be excused, it will be advisable to withdraw the child and register him/her at wherever the family will be residing then withdraw the student from off-island at the end of the stay and re-register the student upon arrival back to the school. Refer to Board Policy 411 for more information.

Special Education Information

I need to have my child tested for a learning disability, how do I do that?

You may contact your child's school administrator to request for testing. From there, the school administration will make arrangements with the Special Education Department and teachers to determine eligibility. You may contact the Special Education Department at 300-1322 for more information.

I am having trouble working with my child's school, who should I contact?

To resolve school-related issues, it is important to first contact your child's teacher or counselor directly. If you are unable to achieve a resolution, contact the school's administration. If you are still having difficulties, you may contact the Deputy Superintendent. Please refer to Board Policy 830 for the grievance procedure for more information.

How can I volunteer with my child's school?

As per Board Policy 470, you can volunteer by contacting your child's school directly. In an effort to ensure that volunteers meet minimal qualifications, a completed "VOLUNTEER FORM" must be submitted to the school principal for review, approval and filing **before** the volunteer begins working. At a minimum, a volunteer must submit a police clearance and T.B. test results.

How can I donate equipment or supplies to the schools?

Please contact your child's school directly to make arrangements.

Transportation

Who should I contact with an issue about the school bus?

The school does not coordinate bus transportation. Please contact the Department of Public Works Bus Operations at 653-1028.

Celebration

It is my child's birthday today, what can I bring to his/her class?

As per **Board Policy 705**: Foods of Minimal Nutritional Value are prohibited from being SOLD, GIVEN AWAY or PROMOTED at any time during school hours of operation and during all sanctioned student extracurricular events. This requires that NO outside food be available to students throughout the school day. Because of this policy there will be **NO PARTIES** at all during the school day as we encourage the consumption of healthy foods and beverages. We recommend non-consumable mini gift bags such as stickers, erasers, note pads etc. be given out by the end of the day prior to dismissal.