Majuro Cooperative School
Republic of the Marshall Islands International School
P.O. Box 81 • Majuro, Marshall Islands • MH 96960
Ph: (692) 625-3144 • Fax: (692) 625-3719
Accredited by the Western Association of Schools and Colleges

Majuro Cooperative School
Staff Handbook
2015-2016
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2016-2017 ACADEMIC CALENDAR

JULY 2016

26 Board Meeting

JANUARY 2017

9 Teacher In-service, No School
10 School Resumes
13 Honor Roll Assembly
17 Board Meeting
24 PTA General Meeting

AUGUST 2016

1-2 New Staff Orientation
3-8 All Staff Orientation
9 1st Day of School
11-12 High School Retreat
16 Board Meeting

FEBRUARY 2017

6 February Break, No School
15 Majuro Day
21 Board Meeting
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<tr>
<td>2</td>
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<td>Manit Day In-service, No School</td>
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<td>1</td>
<td>Nuclear Survivors Holiday No School</td>
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<td>½ day, grading</td>
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<td>End of Quarter 3</td>
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<td>20-24</td>
<td>Spring Break</td>
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<td>General PTA Meeting</td>
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<td>Conferences, No School</td>
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<td>Nov 17</td>
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<td>Nov 24</td>
<td>½ day, Thanksgiving</td>
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<td>Nov 25</td>
<td>Teacher In-Service, No School</td>
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**NOVEMBER 2016**

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<tr>
<th>Date</th>
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<tr>
<td>Dec 1</td>
<td>Holiday Show</td>
</tr>
<tr>
<td>Dec 2</td>
<td>Gospel Day, No School</td>
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<tr>
<td>Dec 16</td>
<td>End of Quarter</td>
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<td>½ day, grading</td>
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<td>Dec 19</td>
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**DECEMBER 2016**

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<tr>
<td>May 1</td>
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<tr>
<td>May 5</td>
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<td>May 16</td>
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<td>May 26</td>
<td>½ day-graduating</td>
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<td>May 27</td>
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<td>Honor Roll Assembly</td>
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<td>8th grade promotion</td>
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<td>Last day of school</td>
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**MAY 2017**

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<tr>
<td>Jun 7</td>
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**JUNE 2017**

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**JUNE 2017**

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Quarter 2- 41 days  
*88 days- Semester 1  

Quarter 4- 45 days  
*92 days- semester 2  

**JUNE 2017**
SCHOOL ADMINISTRATION/OFFICE STAFF
Elementary Principal                  Kristin Olson Hogan
Middle and High School Principal     Chelsea Armstrong
Financial Officer                   Ermalyn Capelle
Office Manager                      Jason van de Velde-Weber

TEACHING STAFF
Elementary Teaching Staff
Pre-Kindergarten  Mere Tamanisau
Kindergarten      Mereiva Bui
1st Grade         Molly Scaife
2nd Grade         Erika van de Velde-Weber
3rd Grade         Emily Dale
4th Grade         Waisake Savu
5th Grade         Sara Blair

Middle School Teaching Staff
6th Grade Advisor  Alvin Page
7th Grade Advisor  Lori Wohlgemuth
8th Grade Advisor  Shanda Hanauer

High School Teaching Staff:
9th Grade Advisor  Stephanie Douglas
10th Grade Advisor Todd Skorich
11th Grade Advisor Nick Compton
12th Grade Advisor Matt Bailey

Elective Teaching Staff:
Technology        Vince Sinining
Middle School Marshallese Language Arts Rachel Hoffman
High School Marshallese Language Arts  Bina Lodge
Music/Art          Yoora Lee
Japanese  Makiko Oku  
Physical Education  Mack Peter  

**Special Education Teaching Staff:**

Elementary Special Education  Emily Piersialla  
Middle and High School Learning Support  Rachel Hoffman  

**Support Staff**

Librarian/Grantwriter  Taylor Atkinson  
Counselor  Tolina Tomeing  

**VISION STATEMENT**

Our vision is to inspire students to become locally and globally responsible citizens and leaders, by providing holistic academic, social tools and technical skills to be successful agents of change. We will initiate an engaging learning community, delivered by an international staff, creating a leading educational institution in the Republic of the Marshall Islands.

**MISSION STATEMENT**

The Majuro Cooperative School will provide an environment that will encourage each student to reach his/her potential so that the child is ready for higher education and is able to assume his/her role in society as a responsible and productive citizen. Life-long learning, respect for others, cooperation, self-reliance and appreciation of the Marshallese culture and the environment will be promoted and encouraged.

**GUIDING PRINCIPLES**

We believe….:  
- Children are the prime resources of the Marshall Islands.  
- Everyone associated with Majuro Cooperative School are of equal value.  
- All children are capable of learning and it is the role of the teacher to guide and foster this learning.  
- It is our job to encourage creativity to help the child express him/herself in a unique way.  
- We are global citizens.  
- In collaboration and cooperation.  
- Diversity is our strength.  

**EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)**

The Expected School-Wide Learning Results are reflective of the vision, mission and
guiding principles of the Majuro Cooperative School.

Majuro Cooperative School students will demonstrate:

1. **Proficient written and oral communication skills and comprehension in English**
   - Co-op students will acquire sufficient proficiency in English so that they will be capable of choosing to continue with their education in accredited schools either within or outside of the Marshall Islands.

2. **Effective problem solving, critical thinking and mathematical skills**
   - Co-op students will demonstrate effective problem solving and critical thinking skills that will assist them in identifying and confronting problems that face them as students and as community members. Proficient and flexible mathematical skills are an important component of this ESLR.

3. **Strong social skills to foster development in becoming contributing, respectful and responsible members of society**
   - The school will foster the development of strong social and personal skills so that all children will grow to be contributing, respectful, and responsible members of their school community, their country, and the global community.

*See Appendix D for student friendly ESLR statements and rubrics by grade level.*

**HISTORY**

Majuro Cooperative School was founded in 1975 by parents Jerry Kramer, Carlton Hawpe, and Dennis McBreen, who wanted to provide their children with an education comparable to that of mainland United States elementary schools. Co-op began with one teacher and six students. The school grew as each student advanced and more students enrolled. The current school is approximately 320 students, with students enrolled in Preschool through 12th grade. Co-op’s two-acre campus currently includes 16 classrooms, an administration building with offices and a media room, student bathroom facilities, a cafeteria, an on-campus teacher housing complex, a library with small computer lab, and updated curricular materials. Each of the classroom teachers and the Special Education teacher has a college degree and/or teacher certification.

In December 2007 the Co-op School membership voted to add a high school to the school’s offerings. This had been a long held dream of Co-op School families who were concerned about the limited opportunities for high school students in the Marshall Islands. Many parents had experienced the pain of sending their teenagers off-island to attend accredited high schools in the United States, Guam, New Zealand, and elsewhere. The Majuro Cooperative High School opened in August 2008. June 2012 saw the first graduation at Co-op High School. Co-op looks forward to graduating its fifth group of seniors in Spring 2016.

**ACCREDITATION STATUS**
Majuro Cooperative School was first accredited by the Western Association of Schools and Colleges (WASC) in 1994. Co-op was granted a six-year accreditation in 2010. In the Spring of 2016 a visiting committee from WASC will visit Co-op and determine our accreditation status.

**2015-2016 AREAS OF GROWTH/ PRIORITIES**

The 2014-2015 teaching staff determined the following areas of growth that need to be addressed during the 2015-2016 school year:

1. We need to improve our English Language Development for all students.
2. We struggle to implement programs due to limited trainings and missing materials.
3. We need to use data to drive instruction.
4. Our infrastructure needs to be improved. (i.e. technology, maintenance, security.)
5. We need to establish financial stability.

**ABSENCE/TARDINESS OF STUDENTS**

*(see also: student handbook for information and grading policies relating to attendance)*

Homeroom teachers are required to keep attendance records every day on our Excel Google Document. Each teacher will have a separate google document where they record attendance daily. This information is recorded quarterly on report cards. All teachers record their own attendance. Children in all grades who arrive at school after 8:00 are marked tardy. If a child misses three or more days of school in a row, please inform the office and we will make a call home to inquire about the absences. There are approximately 45 days per quarter; 11 days absent or more per quarter may constitute failure.

Students may not leave the school campus while school is in session. This includes going to the shops across the road. If a student must leave school during the school day for an appointment or emergency, a parent/guardian must sign him/her out with the office. Teachers, please help students gather missed assignments and check back with them on progress of this missed work.

**ABSENCE/HOURS OF STAFF**

Contract hours for teachers are 7:45 a.m. until 3:45 p.m., with a 30 to 50 minute duty free lunch. Teachers are expected to be on campus (not housing) and on duty during contract hours. If a teacher needs to leave campus during contract hours (except during duty-free lunch), they need to inform the office and sign out. Teachers will be available after school until 3:45 to answer questions for students and parents; to work cooperatively with colleagues, and to prepare for the next school day, unless they are involved in a school sanctioned after-school activity. From 7:45-8:00, teachers should be in classrooms or in the cafeteria on duty. The purpose is to be accessible to other staff, parents, and administration, and to attend to student safety and behavioral issues.

Teachers receive 7 sick days and 3 personal days per year. If teachers are sick, they must provide lessons plans, including class rosters, for the substitute. Emergency sub plans for
two days should be provided to principals at the beginning of the school year. These will be kept in the office for emergency illness, where a teacher is not able to prepare lesson plans.

Teachers and assistants should notify the school by phone (625-3144) or email to the principal by 6:45 a.m. if they will not be coming in due to illness. **Teachers must request personal days one week in advance of the planned personal day.** Personal days must be approved by the principal, and cannot be approved if more than two staff will be out on the same day. *Personal leave requests during the last two weeks of school will not be approved except under special circumstances.*

We do not allow staff to take extra personal days except in cases of emergency (see bereavement policy).

In addition to regular hours, all staff members will attend all staff meetings and Team Planning meetings. Staff should inform principals in advance if they cannot attend a meeting.

Staff presence is required at PTA meetings, parent-teacher conferences, talent/variety Shows, school wide Halloween parties, carnivals, graduation, health fair, field day and other school-wide events as scheduled by the PTA. Middle and High School teachers also attend the school retreats and provide leadership in weekend activities for students. * (All other teachers are invited to participate and/or plan weekend activities for students.)

Manit Day and RMI Constitution Day are school attendance days. Students and staff participate in national events on these days.

**ACCIDENTS/INJURIES/EMERGENCIES/STUDENT ILLNESS**

*First Aid*

Bandages, gloves, and ice are available in the office. Tylenol, Neosporin, and antihistamines may be dispensed in the office, unless parents have requested otherwise. All other medications are distributed only with written consent of parent/guardian. Teachers will receive a basic first aid kit that includes bandaids, cleaning supplies and neosporin. If you notice your first aid supply is getting low, please inform the office manager.

**Accident/Incident Reports**

Accident reports must be completed for all significant accidents or incidents that result in injury to any student. *(This is not necessary for minor cuts, scrapes, band-aids, but required for all head injuries or when making a hospital referral.)* There is an accident/illness report binder in the office next to the medical/first aid kit. Directions are on the cover of the binder. This is required of any teacher who witnesses an accident or who has a student in their class in an accident.

1. Fill out report for every accident/incident that occurs. *(Exceptions would include minor cuts and scrapes.)*
2. Make a copy to send home and make sure it goes home with the student.
3. Put the original the report binder and return binder to office.
4. Notify parents if the situation is serious, or ask administration to notify parents.
5. Any head injury should be reported to parents.

Student Illness
Children who are ill can be sent to the office with a note from a teacher, where they will rest and be monitored. Children will be sent back to class if office staff feels they are well enough to participate.

Students must go through the proper procedures in the office before they will be allowed to go home. Office must authorize phone calls and parents/guardians need to sign students out. Teachers should not give students permission to go home. Teachers should not send students to the office without a note, and students are not allowed to use the phone without first making a request of the office staff. Students are not allowed to call parents on their cell phones and ask to be picked up, without first informing the office.

AFTER-SCHOOL ACTIVITIES
Staff members offer after-school opportunities to students from 3:30-4:15 (or later, if staff is interested in doing so). It is expected that staff members advise or participate in at least one afterschool club/activity per year. Possible activities may include Drama Club, Chorus, Dance Club, Art, SADD, High School Honors, Sports Clubs and coaching, Chess Club, Homework Club, Girl Scouts, Boy Scouts, yearbook, etc. SAPT funds support some clubs, or clubs may choose to do their own fundraising. The fee may cover materials, uniforms, and/or snack. Staff may discuss After-School Club proposals with the principals.

ALCOHOL, TOBACCO, or OTHER DRUGS
No student or school employee shall possess or consume alcohol and/or other drugs on school grounds. Consumption of alcohol, kava, and tobacco at school functions is not allowed as students look to staff to provide behavior role models. See also “Discipline Code” in student handbooks.

Substance-free weekend activities are scheduled monthly by S.A.D.D. and the A.S.B. Government for high school students. Middle school students are often invited to these activities.

ASSEMBLIES
Morning assemblies are held every Friday (8:00-8:30). Friday assemblies are class-led with assignments scheduled and circulated at the beginning of the school year. These assemblies are ESLR related. Awards assemblies will be twice a year, in January and May. We appreciate when all teachers assist in setting up the cafeteria for assemblies.

BREAKFAST
Breakfast items will be available for sale daily for staff from 7:30-7:50 and for students beginning at 7:30. Students are expected to be in class by 8:00. Breakfast is $1.00 for staff and students, $2.00 for guests.
BULLETIN BOARDS AND DISPLAY CASES
The bulletin boards in the cafeteria are places to display evidence of “ESLRS in Action.” Each bulletin board is assigned to a teacher. Teachers should review the school calendar and note their assigned dates and bulletin board. The display case is for photos, announcements, showcase pieces, and news articles.

CAFETERIA
Students are expected to clean up after themselves in the cafeteria. This includes throwing away garbage, sorting recyclables, cleaning up spills, and throwing away food/beverage wrappers. Teaching assistants are assigned to supervise students in the cafeteria. Please remind students of the expectations at all times when you are in the cafeteria.

CALENDAR
Use the calendar provided in your digital teacher to be updated of meetings and events. Any calendar changes need to be communicated and approved by the principals.

CAMPUS CLEAN-UP
Instill a “No Littering, We Keep our Campus Clean” mentality with your students. Teachers and students are responsible for their own classroom clean up and garbage. We do not have funds for custodial services. In addition, each classroom is responsible for cleaning the area immediately surrounding the classroom, including hallways, staircases, and cubbies. Please set aside time each day for students to assist with these tasks. Classes will also be assigned to sharing responsibility for daily cleaning of playgrounds and common areas. Garbage should be placed in trash cans outside of the classrooms. Recycled materials should be taken to the cafeteria and placed in the proper containers. Maintenance/security will remove trash bags from cans, take the bags to the dumpsters, and wash out the trashcans. Bags and gloves are available in the office.

CANTEEN CARDS
Staff and students may purchase canteen cards for $5.00-$20.00. The cards may be used to pay for breakfast and snack items.

CELL PHONES AND iPODS
Students are not allowed to use cell phones, headphones, iPods, or iPads, during school hours unless they are part of a teacher approved activity. If students are found using these items inappropriately, they will be confiscated and teacher will hold until the end of the day. Second offenses will result in holding the phones in the office until the parents have been notified and come to pick them up. If a student is caught using a friend’s cell phone, we will confiscate that phone. We ask staff to follow the same rules as students concerning use of iPods and cell phones during class and in common areas.

CHILD PROTECTION POLICY
If any kind of child abuse is suspected, teachers must inform the principal of the situation. See Appendix A for complete Child Protection Policy and Procedures.
CLASS/PARENT MEETINGS
Early in the school year at the first PTA meeting, teachers will host parent-class meetings so that parents can be informed about homework policies, expectations, communication, and class needs. This is a good time to collect up to date email addresses and phone numbers.

CLASSROOM SUPPLIES AND CLASS FEES
Each student pays a class fee at registration. A portion of the class fees are deposited into teachers’ accounts. This account is used by teachers to purchase supplies, materials, and support class activities. Another portion from each student's class fees is also distributed to non-classroom teacher budgets (Music, Art, Marshallese, Learning Resource.) Students are not required to bring class supplies to school at the beginning of the School Year. Principals will purchase needed supplies for teachers with PTA donations and registration funds.

CODE OF CONDUCT FOR STAFF
We try to respect personal choices of staff. However, this is a small island, and people notice and talk. They especially like to talk about Co-op teachers and others of the ex-patriot community. We are very visible here! Be aware of your activities and the fact that your actions are likely being noted by parents and community members. Be respectful of the culture in dress and behavior. In the Marshall Islands, adults dress modestly and public display of affection is frowned upon. This means no heavy drinking in public areas, no hand holding or kissing in public, and discreet conduct in general. If concerns about Co-op teachers are reported to the principals, these will be shared with the staff member involved. (Refer to “uniforms” section for more information on appropriate dress.)

COMMUNICATION
Staff Communication
Please check mailboxes and staff board in the office twice a day (morning and afternoon) for messages and announcements. Staff is expected to use the Internet provided by the school. “E-newsletters” with announcements and reminders are sent to staff every week.

Parent Communication
At the beginning of the school year, teachers develop an e-mail list for the parents in their classes, and check it regularly to make sure all addresses are working. All staff is expected to correspond with parents by email.

Students in all grade levels 3 to 12 may have planners for recording homework and communicating with parents. These planners go home daily and parent signatures are required. Finding ways to improve communication between the school and the home is an ongoing priority for Coop. Teachers should use their discretion in how to use it effectively in their classroom.

CONFIDENTIALITY
On a small island such as Majuro, it is important to be aware of the need for confidentiality. All written and oral information about a child is considered confidential.

Care should be taken when discussing students in public places, the office, and anywhere off campus. A parent or an aunty of the child you are telling stories about may be sitting at the next table in the restaurant, so be careful!

Student files are kept in the cabinet in the office and should not be removed from the office under any circumstances. Individualized Educational Programs (IEPs) for Special Education students are kept in the locked file cabinet in the Learning Resource Centers. If you would like to review a student’s IEP, please arrange with the special education teacher working with your student.

**COPY MACHINE/SCANNER**
The copy machine is in the office. Please be respectful of the needs of all in regards to use of the copy machine. Please be mindful when copying so that all teachers are able to complete their copying. Teachers have access to the copy machine on week-ends. Be gentle with the machine- parts are hard to find on the island. If the machine jams while you are working, please clear the jam for the next person, or let the office staff know about the problem. It is important to be aware of the amount of copying you are doing, to conserve paper and toner. If it possible to use email or make notices “half sheets” and copy fewer worksheets, it will really be helpful.

**CURRICULUM**
Majuro Cooperative School has adopted the US Common Core State Standards. Co-op School teachers use these standards for designing and implementing curriculum in all subject areas. Research based techniques and strategies are used to ensure that all students receive a quality education. Components of the Elementary School academic program include:

- Balanced Reading Program (Read Aloud, Shared Reading, Guided Reading, Independent Reading, and Phonics)
- Writing
- Math
- Social Studies and Science (integrated with English Language Arts)
- Social Skills lessons

We use the following resources in the Elementary School curriculum:

- Fundations Phonics
- Reading A to Z
- Vocabulary A to Z
- Leveled Literacy Books
- Classroom Libraries
- Engage New York for Language Arts, Social Studies and Science
- Step Up to Writing
- Lucy Calkins
- Saxon Math
- Stop and Think! Social Skills Curriculum

We use the following resources in the Middle School curriculum:
- Engage New York English Language Arts
- Saxon Math
- Expeditionary Learning
- Stop and Think! Social Skills Curriculum
- Houghton Mifflin Science
- English Language Development

We use the following resources in the High School curriculum
- Engage New York English Language Arts
- Capstone Project
- Practicum
- Technology and Traditional Track Elective Opportunities
- Houghton Mifflin Science
- Expeditionary Learning
- English Language Development

**CURRICULUM MAPS AND COURSE SYLLABI**
Curriculum maps are under development and curriculum is constantly evaluated and updated. Curriculum maps are in each teacher's digital binder and these will be reviewed throughout the year.

**CUSTODIAL AND MAINTENANCE PROCEDURES**
Teachers are responsible for cleaning their own rooms. Please don't allow students to eat or bring juice/punch into the classrooms or you will have ants. Please enforce expectations about care of books, furniture, and equipment.

For maintenance needs, we expect everyone to fill out a *Work Order Form* to make requests to the office manager. Do NOT make requests directly to maintenance staff. It will be difficult for them to tell you no, and they may end up walking away from something urgent in order to help you. We have a maintenance request log and priority system in the office.

Maintenance requests need to be made during business hours for both school and apartment needs unless there is an emergency. In the case of an emergency, the principal needs to be notified.

**DISCIPLINE PROCEDURES AND BEHAVIOR EXPECTATIONS**
For the most part, discipline will be handled by teachers, and support staff. In cases where
students make inappropriate choices, which disregard the safety and well-being of themselves or others, the Discipline Policy will be used. (See Appendix B)

Students need guidance in this area, as these are not topics widely discussed at home. ESLR postings should also be reviewed, reinforced, and refreshed regularly.

Playground rules need to be discussed by each teacher. Playground rules include:

1. Follow directions the first time given.
2. No littering.
3. Respect others at all times.
4. Hands, feet, and objects to self.
5. Stop, listen and think, make good choices.

Students who break playground rules should first work with their classroom teacher to resolve issues; if necessary, the issue may then be brought to the Principal’s attention.

No staff member may use any form of corporal punishment with students under any circumstances. This includes teachers, teaching assistants, volunteers, security and cafeteria staff, maintenance staff, and office staff. If you are aware of this happening, please tell the principal so that she/he may discuss alternatives with the staff member.

EMERGENCY CLOSURES AND OTHER SCHOOL CLOSURES
If school is closed for emergencies, or for in-service, staff is expected to stay on campus. Parents trust that when we close school, it is because we have work to do.

END OF YEAR CHECK OUT REQUIREMENTS
Classes end several days before teacher contracts end for the year. There is a comprehensive list of check out requirements that teachers must complete before the final paycheck is issued. These requirements include completion of report cards, inventory of textbooks, turning in lesson plans and syllabi, turning in required assessments, and cleaning classrooms and apartments. The full list of requirements is issued in April so that teachers may begin preparing.

ENGLISH LANGUAGE LEARNERS
Approximately 95% of our students are learning English as a Second Language. Co-op teachers and staff are trained to provided support in English Language Development. Throughout the day time will be dedicated to support English Language Development. Strategies used include:

- Vocabulary development in all core subjects
- Teachers plan lessons to address both academic content and language skills
- Using background knowledge to teach new skills

English Language Learners take the LAS language inventory yearly (in November) to determine their English Language Proficiency in reading, writing, speaking and listening. This test determines a students’ English Language proficiency to be one of 5 levels (level 1- Beginning, 2- Early Intermediate, 3- Intermediate, 4- Proficient, 5- Above Proficient). When a child has
achieved a level 5 in all areas of English Language Development they are exempt from continuing this assessment. The data from this assessment supports teachers in developing strategies to improve students English language development.

**EVALUATION OF STAFF**

Three-month evaluations will be completed for all teaching staff at the end of the probationary period. Evaluation and goal setting conferences for long term staff are scheduled annually. New teachers to Co-op receive two formal observations per school year and returning teachers will receive one formal observation per school year.

Administrators will informally observe teachers and provide feedback throughout the year.

Teaching assistant evaluations will be completed by an administrator and a teacher every year.

**EXPECTED SCHOOLWIDE LEARNING RESULTS (ESLRs)**

As a part of our accreditation work, the school community (staff, board, parents) developed ESLRs. Integration of the ESLRs into daily instruction is a requirement of our accreditation and helps insure student progress and integrity to school mission. ESLRs are so important at Co-op that they are included in this handbook twice!

The ESLRS are that students will demonstrate:

1) Proficient written and oral communication skills in English
2) Effective problem solving, critical thinking and mathematical skills
3) Strong social skills to enable students to be contributing, respectful, and responsible members of society.

At the heart of these ESLRs lies the guiding principle that upon leaving the MCS, students will be prepared to be successful students and concerned citizens not only in the Marshall Islands, but also in the international community. ESLRs are reviewed annually with new and returning staff and Board members, parents, and students. Evidence of student understanding of ESLRS should be posted and updated in classrooms and on the ESLR board in the cafeteria.

**FIELD TRIPS**

Field trips are an important extension of an educational program. Teachers are encouraged to use field trips throughout the year to enhance units of study. Field trip plans should be cleared with the principal and noted on the calendar in the office.

Field trips and field trip notices should be cleared with the principal before notes go home. Middle and high school field trip plans should be filed with principal at least one week in advance. Elementary field trips should be filed no less than three days in advance.

Field trip plans should include destination, educational objectives, cost, time and date, chaperone requests, and mode of transportation. Most often, we rely on parents to
provide transportation for field trips. Given enough notice, there is a possibility of also using Ministry of Education buses. Please make sure field trips support learning goals for your classes.

Field trip permission slips are required except in the case of walking field trips. Walking field trip forms should be completed at the beginning of the school year and will cover all walking trips during the school year.

FIRE DRILLS, TSUNAMI DRILLS AND EMERGENCY EVACUATION
We practice emergency evacuations quarterly. Students should meet in the road in front of the school unless notified otherwise. Evacuation routes are distributed at the beginning of the school year and should be discussed with students, and posted.

FLIGHTS
Staff is entitled to the least expensive airfare to their point of origin at the conclusion of their contracts and as per agreed in continuing contracts. Tickets will be purchased by the office unless otherwise arranged and agreed upon by both staff member and administration.

FORMS
At the beginning of each school year, a packet of student forms are sent home to families. These forms include: Student/Parent agreements, Walking Field Trip form, Media Consent form, and Technology Acceptable use agreement. Teachers will collect these forms and keep them in their classroom for the entirety of the year. Administrators will check in with teachers after three weeks of school to ensure that all forms are signed and completed.

FUNDRAISING
Because of the limited budget for supplies, classes sometimes decide to do fundraising for special needs or special activities. These fundraising activities are approved by the principals. The Board of Directors must approve any fundraising aimed to raise $1000 or more. Groups other than the PTA or groups authorized by administration and board of directors are not permitted to approach embassies or businesses to raise funds.

GRADING
Report cards are issued quarterly. Copies are kept in students’ files. For High School students, semester grades are included in student transcripts.

Progress reports will be sent home mid-quarter for every middle school and high school student. Only elementary students who are not meeting expectations will receive progress reports. Progress reports are to inform parents of student progress, problems, and recommendations. Co-op requests parents sign and return the reports.

Report cards are not released to students. Parents may pick them up in the office or at parent
teacher conferences. On request, teachers will email report cards to parents, especially to parents/guardians who are off-island.

**Elementary School Grading Scale:**
Pre-Kindergarten to 2nd grade students receive quarterly report card grades on a 1 to 4 point scale based on specific developmental benchmarks or standards for their specific grade. 
4= Exceeds expectations 
3= Meeting expectations 
2= Progressing towards expectations 
1= Not meeting expectations 

In 3rd to 5th grade, students begin receiving letter grades. In preparation for middle school, students begin receiving graded work and assignments.

A= Exceeds expectations 
B= Meeting expectations 
C= Progressing towards expectations 
D= Not meeting expectations

**Middle and High School Grading Scale:**

<table>
<thead>
<tr>
<th>Letter Grades</th>
<th>Score</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A Excellent</td>
<td>94-100</td>
<td>4.0 points</td>
</tr>
<tr>
<td>A-</td>
<td>90-93</td>
<td>3.7 points</td>
</tr>
<tr>
<td>B+</td>
<td>88-89</td>
<td>3.3 points</td>
</tr>
<tr>
<td>B Above Average</td>
<td>84-87</td>
<td>3.0 points</td>
</tr>
<tr>
<td>B -</td>
<td>80-83</td>
<td>2.7 points</td>
</tr>
<tr>
<td>C+</td>
<td>78-79</td>
<td>2.3 points</td>
</tr>
<tr>
<td>C Average</td>
<td>74-77</td>
<td>2.0 points</td>
</tr>
<tr>
<td>C-</td>
<td>70-73</td>
<td>1.7 points</td>
</tr>
<tr>
<td>D+</td>
<td>68-69</td>
<td>1.3 points</td>
</tr>
<tr>
<td>D Below Average</td>
<td>64-67</td>
<td>1.0 point</td>
</tr>
<tr>
<td>D-</td>
<td>60-63</td>
<td>0.7 point</td>
</tr>
<tr>
<td>F Failing</td>
<td>0-59</td>
<td>0 points</td>
</tr>
</tbody>
</table>

**GRADUATION AND PROMOTION**
8th grade promotion is coordinated by the 8th grade advisor, middle school principal, and the 8th grade parent representatives. Samples of prior programs for graduation are
available to assist in planning.

The high school principal, 12th grade advisors, and all high school staff are expected to work together with parents and students in the planning and presentation of the graduation ceremony. Plans need to begin early in the school year.

All staff are expected to attend and to assist with the take down of both the 8th Grade Promotion and Graduation.

**GRIEVANCE PROCEDURES**
If there is a concern, it should be discussed with the direct supervisor prior to filing a formal grievance. At the request of the individual with a concern, a third party may be invited to witness or mediate a meeting between the supervisor and teacher or other staff member. Staff should approach the board only when a satisfactory solution has not been made with the administration.

**HEALTH AND GUIDANCE COUNSELING**
SAPT grant funding supports our elementary middle and high school counselor and health teachers. This funding also provides support for the annual health fair, SADD activities, and middle and high school retreats, and substance free activities.

When there are concerns about a student's well-being, behavior, academic progress, or outside events, the student may be referred to one of the school counselors. Students may be referred by teachers if there are concerns about behavior, academic progress, and emotional issues. Referral forms can be found in the main office.

Public Health nurses visit the school frequently to provide immunizations, vitamins, fluoride treatments, de-worming treatments, and dental screenings. Vision and hearing screenings are scheduled every two years.

The Wellness Center, located at the hospital and an easy walk from Co-op, is an excellent resource for students and staff in designing healthy meals and exercise programs.

**HOMEWORK**
Homework allows students to establish independent study routines and discipline from an early age. Homework should be an extension of learning into the home.

Homework guidelines vary by grade level.

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Homework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary School</td>
<td>● Enables the extension of classwork by practicing skills or gathering of extra information or materials.</td>
</tr>
<tr>
<td></td>
<td>● Reading daily. At least 20 minutes of assigned reading a night with a daily reading log for grades 2-5.</td>
</tr>
</tbody>
</table>
- Daily math homework
- Daily writing homework
- Additional reading and/or math if necessary (i.e. comprehension packet, math review)
- Time spent on homework will range as follows:
  - Kindergarten 10-15 minutes
  - 1st Grade 15-20 minutes
  - 2nd grade 20-30 minutes
  - 3rd grade 30-45 minutes
  - 4th grade 40-60 minutes
  - 5th grade 50-75 minutes

<table>
<thead>
<tr>
<th>Grade</th>
<th>Homework Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Middle School</td>
<td>Should include daily independent reading.</td>
</tr>
<tr>
<td></td>
<td>Should be coordinated across subjects to avoid unreasonable workloads for students.</td>
</tr>
<tr>
<td></td>
<td>May extend class work, projects and assignments, essays and research.</td>
</tr>
<tr>
<td></td>
<td>Will generally range from 60 minutes to 75 minutes a day.</td>
</tr>
<tr>
<td>High School</td>
<td>Same as middle school, but will increase to up to 120 minutes a day and up to 4 hours on weekends.</td>
</tr>
</tbody>
</table>

All students have planners for recording assignments and communicating with parents. Teachers and parents should check the planners every day. Students need guidance in the use of the planners and daily homework sheets. Teachers should set planner checks as a part of the daily routine right from the beginning of the school year and remain consistent with these checks.

Middle School and High School Teachers should work together to ensure that students receive an even number of assignments across classrooms.

If students are not completing homework assignments, please call or e-mail parents and confirm that they received your message.

**HOMEROOM TEACHERS AND CLASS ADVISORS**

A homeroom teacher for preschool through fifth grade is the regular classroom teacher. For middle and high school classes, a class advisor is assigned to each class/grade. The homeroom teacher or class advisor is responsible for keeping attendance records, coordinating grades for progress reports and report cards, monitoring student needs and concerns, initiating Child Study Team, student support, and counseling referrals, organizing class activities and fundraising, serving as the primary contact person for parents,
managing the administration of standardized tests, and managing other class related duties as may arise. The class advisor oversees student grades and progress for his/her class and will meet with other teachers if difficulties are identified.

**HOUSING**
See and sign the Housing Guidelines in your Staff Binder. It is very important that trash is not left outside of houses, as this attracts rodents. Please put your personal trash in the garbage cans in the housing compound. Garbage day is Thursday. At summer orientation, a schedule will be created for staff members to take garbage cans to the road on garbage day.

We remind you that there should be no smoking inside the houses. If you smoke outside, please dispose of cigarette butts.

**Pets are not allowed in housing.**

**Students are not allowed in housing.**

**Any long term guests must be cleared with the principal.** (A long term guest would be someone staying longer than a week.)

**Guests may not stay in the school housing if the assigned teacher-tenant is gone.**

**Please be careful with use of water and power in the houses.** The only available water is the water in the catchments, and this must be shared by everyone. During dry season, we are sometimes forced to have scheduled water hours. These must be adhered to strictly so if we are careful, we have water for at least a period of time every day.

Utilities are very expensive. The school provides a taxable utility allowance of $120 monthly. This allowance is provided the 20th of each month and for the following month. The allowance will cover your costs if you are careful about the use of air conditioners, ovens, and televisions.

Please respect privacy and quiet times. Quiet time is defined as 10:00 P.M. to 5:00 A.M.

Teachers need to fill out the inventory form at the end of each school year so that each apartment is equipped with basic needs.

Teachers are financially liable for unreasonable damage to housing. Deductions for damages will be made from the final pay check.

**HYGIENE**
Students should be instructed in proper use of bathrooms, hand washing, garbage disposal, and ways to prevent the spread of communicable disease. (use and disposal of Kleenex, covering mouth to cough and sneeze, no spitting.)
INTERNET
Email accounts have been established for Majuro Cooperative School business. It is expected that employees use their assigned address for Co-op related business.

Laptops, Printers and Projectors: The school has a collection of laptops and netbooks for student use. These must be checked out from the computer lab through the technology supervisor before use and returned immediately afterwards. Before check-out, the user must check for future availability to prevent from having the laptop or netbook when another person has already scheduled it. These laptops are for typing, research, and homework purposes, and are not to have programs installed on them for personal use.

If there are any problems with the computers, projectors, printers or laptops, we ask that you report these problems promptly to the technology supervisor. **Laptops cannot be checked out overnight and should not leave campus.**

Please monitor student use of computers and laptops to be sure they are not using inappropriate websites, screensavers, and language. Computer use is a privilege.

A student use policy for internet use and laptop check out must be signed by all students and their parents. This is found in the student handbooks.

JOB DESCRIPTIONS: See Digital Staff Binder.

LESSON PLANS
All teachers are expected to write weekly lesson plans and turn them into their principal at the beginning of each week. Lessons to be taught, assignments, and schedules should be explicitly noted. It is critical that lessons plans be left on the desk at the end of each day in the event that a teacher has an unplanned absence. If lesson plans are done on the computer they may be emailed to the principal and the substitute. Grade level standards must be referenced when making lesson plans.

Lesson Plans should include objectives (content and language), standards, tasks, assessment and differentiation strategies. Lesson plans are reviewed by supervisors weekly and are to be submitted to the principal at the end of each year.

LIBRARY
Procedures for check out and return of library materials will be reviewed by the librarian at orientation. We do not allow any food or drinks, by students or staff, in the library or computer lab. Please be careful about use of the air conditioner (set no cooler than 25) and turn off computers and lights in the library when you leave.

LITERACY MATERIALS, TEACHER RESOURCES AND CURRICULUM RESOURCES
*Leveled Literacy materials* The school is fortunate to have teacher resources and leveled literacy texts available for teacher checkout. This includes guided reading texts for Fountas
and Pinnell levels A through Z. These books support guided reading instruction for students in kindergarten through 8th grade.

Class sets of books and Common Core Curricular Materials:
In the library, we also have several sets of whole class literature texts for students in all grades. A list of resources per grade are available in the library and on each teachers individual binders.

Teacher Resource Materials:
Professional resource materials are also available for check out. These materials include: Fountas and Pinnell Guided Reading Resources, Writing Resources, and materials for Math.

Lunch and Snack Program
Lunch is provided to students and is included in their monthly tuition. Snacks are available for sale in the kitchen. Students are not allowed to leave campus during the school day to go to the store. Soda, gum and candy should not be eaten on campus except under special circumstances and may not be given as a behavior incentive. Dry Kool-aid is banned from the campus.

Teachers and staff are welcome to eat school lunch at no charge. Note that portions need to be reasonable and not for take-out. Guests are $3.00. Breakfast and snack items are available for purchase. Trays need to remain in the cafeteria.

MARSHALLESE STUDIES
Co-op offers a program in Marshallese Studies. This is mandated for all schools in the Marshall Islands. The teacher instructs the students in culture and history of the Marshall Islands, as well as in reading and writing Marshallese.

MATH
Co-op uses the Saxon Math program for all levels through Algebra 2. All teachers are required to implement the Saxon Math curriculum. Not all standards are covered within the Saxon curriculum. At the beginning of the year, elementary teachers will receive a document that details what standards are not covered by Saxon and need to be integrated within the classroom.

MEDICAL
Each staff member will apply for a medical card with the hospital. You will present this card along with a fee to receive health care at the hospital. Your fee will cover medication that may be prescribed and dispensed at the hospital. The hospital opens at 1:00 for seeing a doctor or the pharmacy. Dental is provided at the hospital as well. You may set up an appointment or you may go, take a number and wait to be called.

After you have worked for a year you may sign up for RMI Supplemental Coverage. You will sign up with the hospital. Co-op will then pay $30/month for your coverage and will deduct the other $30/month from your pay.

NO UNIFORM DAYS
Every month, the school sponsors a “No Uniform Day.” On this day, students are not required to wear school uniforms (but must wear clothes that are appropriate for school wear). Each student is charged a dollar for the privilege of not wearing a school uniform. The money goes to support our scholarship fund. Clubs and other groups are not permitted to use no uniform days to raise money for other purposes, as this is a major source of scholarship funding.

**OFFICE PASSES**

It is important to the people in the office if, when teachers send students to the office, they always send them with a pass and written explanation. Please let us know if the child is sick, needs the phone, has been creating problems, etc. Written passes with specific explanations (i.e. “hitting other student, needs a time-out” or “headache”, “refusing to follow directions” are required.

**PARENT COMMUNICATION**

Digital copies of correspondence and class newsletters will be saved digitally and kept in a secure place. A copy will be sent to the principal as well. Please inform the principal if you find yourself in an uncomfortable situation/conversation with a parent. Teachers inform parents of difficulties a child is experiencing and offer suggestions on how parents can better follow up at home. Teachers should check planners and folders every day, and students should copy daily assignments into their planners. Updates via newsletters and/or class emails is encouraged.

**PARENT TEACHER ASSOCIATION AND BOARD OF DIRECTORS**

All teachers are members of the PTA and attendance at PTA meetings is required. Classes/groups will from time to time be called upon to do performances/presentations at PTA meetings. PTA meetings are held about six times a year and are usually scheduled around fundraisers and school wide events. Each class has a PTA representative, and this group forms the PTA Board. One teacher serves on this Board as a representative for the teachers. Contracted staff all support PTA-sponsored events, and are expected to participate in the Halloween carnival and the end of year field day.

In addition to the Parent Teacher Association, a Board of Directors meets once a month to set policy, review Action Plan progress, advise principals, and monitor budget and activities. Staff members are welcome but not required to attend Board meetings. The Board of Directors is not involved in the day to day decisions and operations of the school. Board members remind staff that concerns are raised with administrators rather than through direct contact with the Board.

**PASS-ON PORTFOLIOS**

Please review the portfolios for your students and keep up to date with work sample requirements. These are listed on stickers on the front of each student portfolio. Teachers are responsible for including these specific items, but may include others items as well.

**PRIVATE TUTORING AND OUTSIDE EMPLOYMENT**
Teachers may offer private tutoring services for a fee to students as long as it is clearly communicated to families that this is a private arrangement, not provided by Co-op. When considering your fee for tutoring, please keep in mind that monthly tuition is $220 per student. Most teachers charge in the range of $10.00 an hour for tutoring. **Tutoring arrangements should be after 3:45 or before 7:45 a.m. and should not interfere with teachers’ availability to answer student questions after school, provide short term assistance, and attend required meetings.**

Staff contracts state that teachers may seek outside employment, provided that this employment does not interfere with contract hours and other contract requirements. Many teachers enjoy working at the college, wellness center, and other agencies. The contract also states that outside employment should be discussed with and approved by the principal prior to acceptance. Outside employment during the first semester of the first year of employment at Co-op is not encouraged, as stated in teacher contracts.

**PROFESSIONAL DEVELOPMENT AND PROFESSIONAL DEVELOPMENT PLAN**
Co-op administration cares about teacher professional development and wants to support teachers in improving their craft. Co-op is discontinuing individual professional development plans and allowing teachers to choose focused professional development that fits specific areas of interest.

Every teacher is required to participate in at least two webinars and/or on-island teacher training experiences for the 2015-2016 school year. Teachers will share findings with colleagues upon completion of the training.

After completing the webinar, teachers will be asked to complete a short form that describes what was learned and the method which will be used to share this with fellow teachers. Teachers will be given time to complete these webinars during the work day with a principal, substitute or teaching assistant providing class coverage.

**READING**
Reading instruction at Co-op utilizes a Balanced Literacy model. Differentiation of instruction according to each child’s "instructional" reading level is implemented through flexible Guided Reading Groups for all students in kindergarten through 5th grade. Leveled reading materials, resource and professional development materials, and balanced literacy binders can be checked out within the library. Teachers may check out appropriate materials for each student or group of students. Reading assessment is ongoing, using running records and comprehension assessments. All teachers, including content teachers, are responsible for providing reading instruction and support.

We currently have support staff that help provide reading support at the classroom level and leveled reading groups. Children who are below grade level should be referred for additional support through the Response to Intervention process.

Provision of balanced reading instruction at students’ instructional level is required for all
grade levels through 12th grade, during at least two quarters. Teachers in upper elementary will do up to 2 whole class books during the school year, but the remainder of reading texts should be using instructional levels of guided reading books.

There are several students in ALL grades who are significantly below grade level in reading comprehension. Remedial reading classes are generally not offered. Because class sizes are small at the high school level, we expect that high school students will be provided with in-class reading instruction at appropriate reading levels.

RECESS SUPERVISION
Students are supervised on the playground and in the cafeteria by our teaching assistants. Too often, students do not follow directions given by teaching assistants. We rely on teachers to support teaching assistants and confront students in these situations.

All of us need to be aware of student safety. If you cross the playground and notice that there are no or too few playground supervisors, please try to find someone to cover- or help cover it yourself if no one is available!

Please remind students that they are not to use the playground before school because there is no supervision. This is everyone’s responsibility from 7:45-8:00 a.m.

Playground rules need to be discussed by each teacher. Playground rules include:
1. Follow directions the first time given.
2. No littering.
3. Respect others at all times.
4. Hands, feet, and objects to self.
5. Stop, listen and think, make good choices.

Students who break playground rules should first work with their classroom teacher to resolve issues; if necessary, the issue may then be brought to the Principal’s attention.

REPRESENTING CO-OP SCHOOL
School policy directs that the only persons who officially represent the opinions of Co-op School are the Board of Directors and Administrators. Therefore, if you are speaking on behalf of the school, please discuss your representation with an Administrator first. This includes submissions to the newspaper including Letters to the Editor, use of official school letterhead, and fundraising on behalf of the school or a school group. School letterhead should only be used for approved and official school correspondence.

Please keep in mind that “official” representation and “actual” representation are often different in a small community. Community members often think that teachers are representing the school, so it is always a good idea to preface any formal opinions, written or verbal, with a disclosure statement such as “my stated opinions do not represent the opinions of the Majuro Cooperative School.”

SCHOOL INTERVENTION PROCESS
Response to Intervention
If a student is achieving more than one year below grade level in math or reading they qualify to be part of the Response to Intervention Process. Monthly grade level teams will review data to determine which students qualify for targeted support beyond general education classroom instruction. Monthly RtI meetings will take place in August, September, November, December, February, March, May

Who Qualifies for RtI services
- Students reading more than 1 year below according to F and P Benchmark Assessment System and Class Running Records
- Students who receive less than 70% on more than two consecutive math assessments

Child Study Team Meetings
Students will be monitored throughout the RtI process. If a student is not making adequate progress through interventions, staff are recommended to make a referral for the Child Study Team. Referral forms can be found on the shared google drive. Child Study Team meetings, are attended by the principal, classroom teacher, previous classroom teacher (if possible,) Special Education teacher, and other staff as relevant. A CST meeting will not always lead to a Special Education referral, but will result in suggestions for more intensive and additional ways to support a struggling student. At summer orientation, the quarterly timeline of CST meetings will be discussed. Meetings are scheduled to correspond to the end of each quarter (October, January, April, June).

Prior to a CST request, teachers should prepare anecdotal notes, RtI data and have discussion with the child’s parents. The CST and at-risk student support process will be discussed at orientation. Students who are “students of concern” at TPT meetings and RtI meetings frequently must be brought to a Child Study Team meeting.

Students at risk for failure will need to be discussed at CST, and processes implemented for making sure that parents have received notice. Parents shall be notified by phone call or e-mail. Referrals should be made as soon as possible or by March 1st at the latest.

SCHOOL SUPPLIES
School supplies are acquired in three primary ways.
1. Class fees- a portion of the money collected through class fees is placed in teacher accounts. This money is your “budget” for the year, and should be used for any purchases for your classroom. This includes tape, staplers, white board markers, tacks, posters, paint, a broom, poster boards, ANYTHING you want to use for your classroom.
2. PTA supplies- at the beginning of the school year, each teacher is provided with supplies purchased with PTA funds, through parent fundraising activities. This will cover all necessary beginning of classroom supplies. Parents and students should not be asked to purchase additional supplies.

SENSITIVE SUBJECT MATTER
Subject matter that contains “R” rated language, nudity, and/or violence must be cleared
with an administrator before shared with students. If approved by the principal, permission slips may be required.

Sex Education is handled carefully in the RMI. Girls and boys are taught in separate rooms; girls are instructed by a female adult, boys by a male instructor.

**Social Media Policy**

This policy provides guidance for employee use of social media, which should be broadly understood for purposes of this policy to include any media, including blogs, wikis, microblogs, message boards, chat rooms, electronic newsletters, online forums, social networking sites, and other sites and services that permit users to share information with others in a contemporaneous manner.

Employees need to know and adhere to the Majuro Cooperative School Staff Handbook, and other policies when using social media in reference to Majuro Cooperative School. Employees should be aware of the effect their actions may have on their images, as well as Majuro Cooperative School’s image. The information that employees post or publish may be public information for a long time.

Employees should be aware that Majuro Cooperative School and its patron families may observe content and information made available by employees through social media. Employees should use their best judgment in posting material that is neither inappropriate nor harmful to Co-op, its employees, students or parents. Inappropriate or harmful use of social media will result in disciplinary actions and can be grounds for dismissal.

The following principles apply to professional use of social media on behalf of Majuro Cooperative School as well as personal use of social media when referencing Majuro Cooperative School.

> Although not an exclusive list, some specific examples of prohibited social media conduct include posting commentary, content, or images that are defamatory, pornographic, proprietary, harassing, libelous, or that can create a hostile work environment. Parents have requested their children’s pictures not be posted with names and/or comments on Facebook.

> Employees are not to publish, post or release any information that is considered confidential or not public. If there are questions about what is considered confidential, employees will check with the administration.

> Social media networks, blogs and other types of online content sometimes generate press and media attention or legal questions. Employees will refer these inquiries to the administration.

> If employees encounter a situation while using social media that threatens to become antagonistic, employees should disengage from the dialogue in
a polite manner and seek the advice of an administrator.

Employees should get appropriate permission before you refer to or post content and/or images of current or former employees, or current or former students. Additionally, employees should get appropriate permission to use a third party's copyrights, copyrighted material, trademarks, service marks or other intellectual property.

Social media use shouldn't interfere with employee's responsibilities at Majuro Cooperative School. Co-op’s computer systems are to be used for business purposes only. When using Co-op’s computer systems, use of social media for business purposes is allowed (ex: Facebook, Twitter, Majuro Cooperative School-related blogs and LinkedIn), but personal use of social media networks during business hours is prohibited and could result in disciplinary action.

Subject to applicable law, after-hours online activity that violates Majuro Cooperative School or any other company policy may subject an employee to disciplinary action or termination.

If employees publish content after-hours that involves work or subjects associated with Majuro Cooperative School, a disclaimer should be used, such as this: “The postings on this site are my own and may not represent Majuro Cooperative School's positions, strategies or opinions.”

It is required that employees keep Majuro Cooperative School related social media accounts separate from personal accounts, if practical.

**SPECIAL EDUCATION AND SUPPORT FOR AT-RISK STUDENTS**
Students with IEPs will receive support through the Special Education program. At-risk students who do not qualify for Special Education may receive support through the Response to Intervention process. (See “SCHOOL INTERVENTION PROCESS.”) Students with significant English language deficiency will receive English language support. Teachers will be provided with copies of students’ IEPs and will participate in development of English language Support Plans. All teachers are expected to modify for students with IEPs and may ask Special Education staff for assistance and training in modifying instruction.

**STAFF MEETINGS AND COMMITTEES**
Tuesdays are set aside for team planning time/action plan committee meeting work. More information will be discussed at summer orientation. One day per month will be set aside for staff meetings. If teachers have ideas about needs that may be addressed in staff/committee meetings, please bring these ideas to a principal. Committee work will focus on WASC Action Plan goals and objectives. This school year there will be a WASC accreditation visit in March 2016.
STANDARDS
The Majuro Cooperative School is using U.S content standards to guide instruction. Teachers are provided with grade level (elementary) and subject standards (middle -high school) that should be kept in each classroom.

STANDARDIZED TESTING AND ASSESSMENTS
Assessments are an important part of our educational program and are used to help guide our instruction as well as to insure that instruction is intentional and mapped thoughtfully. Teachers interested in seeing past SAT10 and Reading Assessment results for students, class, and the school as a whole may find assessment binders in the office.

Majuro Cooperative School uses the following assessments to measure student performance:
- SAT-10, Stanford Aptitude Test
- MISAT, Marshallese Ministry of Education Test
- Fountas and Pinnell, Reading Assessment
- 6+1 Traits, Writing Assessment
- LAS Links Placement Test, English Language Proficiency Exam
- Classroom unit and lesson assessments

SUMMER SCHOOL
Co-op offers summer school to students who struggle and to students who are identified as likely to lose progress over the summer, perhaps due to limited English exposure at home. Teachers who are interested in teaching summer school receive extra pay and energy compensation for the duration of summer school. Students may be required to attend summer school, according to teacher referrals.

SURVEYS
Middle and high school students and Pre-K to 12th grade parents are asked to complete surveys each spring. These surveys give MCS important information that helps direct our health curriculum, our counseling program and our extra-curricular activities. Middle and high school homeroom teachers will be responsible for providing time at the end of second semester for students to administer them. The middle/high school principal will announce and encourage parents to fill out their surveys.

TEACHING ASSISTANTS AND RELATED ARTS STAFF
Teaching assistants are provided to primary education teachers and to assist with special education services at the direction of the special education directors and IEPs.

We have been blessed with many dedicated and committed teaching assistants. They work in classrooms, on the playground, and with students who need extra support. Many of the teaching assistants have been here for several years and have seen a lot of teacher turnover. It can be challenging to work under brand new sets of expectations, teaching styles, and with cultures different than their own. Most teaching assistants speak English as a second language themselves, and can provide assistance in working with and
understanding the needs of English Language Learners. Most are high school graduates and some have enrolled in classes at the Community College, CMI. They appreciate very specific directions, respect for their culture and prior experiences, and that teachers check with them for understanding. Please remember to compliment your teaching assistants frequently and be vigilant about hurt feelings and misunderstandings.

Many teachers build strong relationships with teaching assistants and extend their relationships outside of school. This can be a great way to learn more about Marshallese culture and traditions.

Teaching assistants greatly appreciate in-service opportunities geared to their needs. If you have suggestions for appropriate trainings, please share these ideas.

Related Arts staff teach Marshallese, PE, Music, and Art. Teaching assistants and Related Arts staff appreciate classroom teacher support with difficult student behaviors. Please check in with them frequently.

Primary classrooms (Pre-K to 5) have full time teaching assistants. Preschool and kindergarten classrooms have two teaching assistants, with the expectation that children with special needs will benefit from an additional teaching assistant. We try to schedule teaching assistant support during literacy blocks and in classrooms where students with special needs are included.

**TEAM PLANNING TIME**
Teachers meet with grade level similar teams twice per week on Tuesdays for planning, professional support and training, and resource sharing. Resource staff and principals may be scheduled to attend TPT meetings. TPT’s minutes are turned in and filed in the office.

**TELEPHONE USE FOR ADULTS**
Teachers should use Skype or gmail for their phone calls home. No international calls may be made for school phones without administrative permission.

Office phones may not leave the office.

**TELEPHONE USE FOR STUDENTS**
It gets crowded and busy in the office, so we try to limit student use of the telephone. If you are sending a student to use the phone, she or he should come with a pass explaining that. Remind students that they are not allowed to use the phone without permission, and there is a charge for non-emergency use.

After 3:30, students may use the phone to call for rides. There is a 25 cent charge for this.

**TEXTBOOKS**
The island climate takes its toll on our books. Teach students to keep all books off of
classroom and hallway floors.

Teachers **must** keep track of textbooks when they are issued to students. Teachers should keep accurate records of textbook numbers and condition of textbooks. Students are responsible for returning textbooks in reasonable condition or they will be required to pay replacement costs.

Upper grade teachers should do “textbook” checks every few months. Please remind students not to store composition books inside textbooks, as it will ruin the binding.

**UNIFORMS AND DRESS CODE**

All students wear school uniforms every day. If a student is not wearing a uniform, or if the uniform is torn or written on, the student must come to the office and buy a new uniform. We will charge the uniform to the parent’s account if a student does not have cash. We ask all staff to help enforce the dress code.

Teachers are expected to dress professionally and neatly, with respect to the culture and values of the Marshall Islands.

*Dress Code:*

- Women can wear long shorts, capris pants, dresses and skirts that touch the knee, and blouses or neat tops that cover or touch the shoulder.
  - Revealing clothing, low cut blouses, short or tight pants, and spaghetti straps are not appropriate for school wear in the Marshall Islands.
- Men are expected dress neatly and wear shirts on school grounds, even on the basketball court. For work, men should wear shorts or long pants with belts, and collared shirts or clean shirts (with no logos or inappropriate drawings)

**Men must wear long pants and women must wear dresses/skirts anytime you visit the Capital, International Convention Center, or Nitijela. Anytime students and staff take field trips, they are required to dress according to the code of the place they are visiting.** (Girls wear skirts at all other schools. Athletic shorts are not appropriate for boys or men on field trips.)

Island dress code is quite conservative. Women should not wear above knee shorts in public. For swimming, women wear board shorts and t-shirts. There are several private islands where swimming suits are “okay.”

**VEHICLE**

The school has two vehicles. One is the van, which was purchased by the PTA and is used only for official school business. (transporting students, transporting school drinking water and food, school functions.) The other is the grey car. It is "designated" for use for **school business only during school hours.** If you are using the cars for business, please check first with the principals, the finance office, the office manager, and the kitchen staff before you go anywhere and then sign it out. After hours, as long as you contribute to the
gas fund, you may sign out the grey car to use it for shopping, laundry, and other daily living errands, as long as it has not been reserved for a school function. Gas is very expensive, and use of the car is a privilege not a “guaranteed benefit.” The vehicle must be signed out whenever it is used, and reimbursement for personal use is expected. Administration has priority on all vehicle use.

Always check the car reservation sheet before taking the van or car anywhere. You may not reserve a vehicle on a continuing basis, week after week, for the same time slot in advance.

Please be respectful of others when using the vehicles, clean out after use, report maintenance problems, change the tire if it goes flat on your watch, and return keys to the office as soon as you return. Do not keep the car for more than two hours on weekends unless you are sure that no one else is waiting.

**VOLUNTEERS**
The use of parent and community volunteers is encouraged. Staff is encouraged to invite guest speakers, guest readers, and others to visit class, in addition to inviting parents to help in the classroom or school.

**WASC**
WASC stands for the Western Association of Schools and Colleges. We are an accredited school through WASC. Accreditation is very important for our students, teachers and to the families who spend a great deal of money to send their children here. It means our credits are transferable, and that teaching here "counts" on salary scales internationally. It means that we hold our teachers and students to a set of standards and we are accountable to those students. The WASC process helps us identify areas of needed growth and ensures that we are always working to be a better school. All staff will be involved in tasks relating to accreditation work. In-service on WASC requirements and activities will be provided. Teachers will have the opportunity to review the most recent WASC visiting team report, our Action Plan, Community Profile, and the Focus on Learning Report. We will be working throughout the school year to prepare our evidence, classrooms, and students for an annual Mock-WASC visit, and ultimately for a full visit in 2016.

**WEB PAGE**
Our website is found at majurocooperativeschool.org. Teachers are asked to provide a picture of themselves and a short paragraph of their program. Staff are encouraged to use the web page as a vehicle to communicate with parents and students and to share student projects, work and achievements. The technology teacher oversees the website; see her to make additions and/or changes to your section.

**WRITING**
In 2009, we identified writing as an area needing improvement at Co-op. Students at all grade levels are significantly behind as writers. According to our action plan, we focus on improving writing instruction for students through professional development, co-planning and sharing of resources and ideas. Elementary teachers are required to schedule no less
than 40 minutes a day for writing instruction. Middle and high school English teachers are responsible for writing instruction, but content teachers are also responsible for holding students accountable for meeting writing expectations. We have adopted Step Up to Writing and the 6 traits writing process for K-12. Pre and post assessments, scored using 6 traits rubrics, are implemented twice a year. Writing instruction supports development of 6 traits.

**WHAT TO DO WHEN YOU HAVE QUESTIONS OR CONCERNS**

There will obviously be many questions about procedures, how things have been done in the past, expectations, resources, getting help, and much more. Please don't hesitate to ask questions, and please go directly to the source if you have questions. **DO NOT RELY ON STUDENTS TO ANSWER SCHOOL RELATED QUESTIONS.** If you rely on students to answer your questions, (middle and high school students are especially anxious to tell you things are done around here!) or even another teacher, this can often lead to misunderstandings. When in doubt, please ask Chelsea and/or Kristin and we will be happy to direct you to the right person, help you interpret a response, or answer the question directly. Keep this handbook handy and many questions will be answered here.

**WE ARE GUESTS HERE**

Please remember that most of us are guests in this country. **Always act the way you would if you were a guest in someone's home. You would respect their values, dress codes, and ways of interacting, even though these expectations are quite different than in our own homes.** As long as we do our best to respect the customs without being judgmental, we will get along fine, even if we make mistakes. When in doubt- please ask!
APPENDIX A: CHILD PROTECTION POLICY

PREAMBLE
It is a guiding principle of the law and child protection procedures that the protection and welfare of the child must always be the first priority. The protection of children and young people is a shared community responsibility. Failure to provide an effective response can have serious consequences for the child. Teachers and other education staff are in a unique position to identify and help abused or unprotected children.

It is the firm commitment of staff of the Majuro Cooperative School to abide by the responsibilities stated in the Majuro Cooperative School Child Protection Policy. Any fears or worries that students bring to the attention of a staff member will not go unnoticed by staff and will therefore, be dealt with in accordance with the policy.

Majuro Cooperative School Child Protection Policy
Majuro Cooperative School fully recognizes its responsibilities for child protection.
1. Our policy applies to all staff, and volunteers working in the school. There are four main elements to our policy:
   i. Ensuring we practice safe recruitment in checking the suitability of staff and volunteers to work with children.
      ii) Raising awareness of child protection issues and equipping children with the personal safety skills.
   i. Developing and then implementing procedures for child support and protection.
   ii. Establishing a safe environment in which children can learn and develop.

2. We recognize that because of the day-to-day contact with children, school staff is well placed to observe the outward signs of children who need guidance and support. The school will therefore:
   i) Establish and maintain an environment where children feel secure, are encouraged to talk,
and are listened to.
ii) Ensure children know that there are adults in the school whom they can approach if they are worried.
iii) Include opportunities in the curriculum for children to develop the skills they need to recognize and stay safe.

3. We will follow the procedures set out by the Majuro Cooperative School Child Protection Committee and approved by the School Board to:
i) Ensure we have a designated senior person for child protection who has the required qualifications and/or received appropriate training and support for this role.

ii) Ensure we have a designated administrator responsible for child protection. The Principal will be the designated administrator.

iii) Ensure every member of staff (including temporary staff and volunteers) and the Board knows the name of the designated senior person responsible for child protection and their role.

iv) Ensure all staff and volunteers understand their responsibilities for referring any concerns to the designated senior person responsible for child protection.

v) Ensure that parents have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school prospectus.

vi) Develop effective links with relevant agencies and personnel.

vii) Cooperate as required with relevant agencies’ inquiries regarding child protection matters.

viii) Keep written records of concerns about children, even where there is no need to refer the matter immediately.

ix) Ensure all records are kept securely, separate from the main pupil file, and in locked locations.

x) Develop and then follow procedures where an allegation is made against a member of staff or volunteer.

xi) Ensure safe recruitment practices are always followed.

4. The school will endeavor to support the pupil through:

i) The content of the curriculum.

ii) The school ethos which promotes a positive, supportive and secure environment and gives pupils a sense of being valued.

iii) The school behavior policy is aimed at supporting vulnerable pupils in the school. Staff and counselors work with students to help them overcome issues that impede their academic, physical and/or emotional growth.

iv) Liaising with other agencies and personnel that support the pupil such as agencies and people listed on the Resource / Referral list developed by the committee.
v) Ensuring that, where a pupil transfers to another school, any relevant Guidance Program information will be provided to the new school immediately.

APPENDIX B: DISCIPLINE POLICY

The mission of Majuro Cooperative School is to provide an environment that will allow each student to reach his or her potential. We believe that students share the responsibility for creating an atmosphere that is conducive to learning. Should a student interfere with this mission, the Discipline Policy will be used to maintain a positive school climate. To support our mission, each teacher will enforce classroom rules. If classroom rules are violated three times, the student will move to Level One of the Discipline Policy.

<table>
<thead>
<tr>
<th>Level One Offenses</th>
<th>Level One Consequences</th>
</tr>
</thead>
<tbody>
<tr>
<td>● Three violations of classroom rules.</td>
<td>● Parent notification.</td>
</tr>
<tr>
<td>● Refusing to participate in class activities when assigned.</td>
<td>● Conference with the teacher, parent and principal.</td>
</tr>
<tr>
<td>● Showing lack of respect to classmates, staff or school community.</td>
<td>● Peace Circle.</td>
</tr>
<tr>
<td>● Using negative body language, hateful words or demeaning comments.</td>
<td>● One hour after school detention with the principal.</td>
</tr>
<tr>
<td>● Refusing to complete class or homework assignments.</td>
<td>● One additional hour of community service.</td>
</tr>
<tr>
<td>● Disrupting the learning of classmates.</td>
<td></td>
</tr>
<tr>
<td>● Refusal to wear school uniform after one reminder.</td>
<td></td>
</tr>
</tbody>
</table>
- Unauthorized use of personal device.
- Exiting the classroom without permission from the teacher.

<table>
<thead>
<tr>
<th>Level Two Offenses:</th>
<th>Level Two Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Three Level One offenses within one semester.</td>
<td>• Conference with the teacher, parent and principal followed by a parent-student in class observation.</td>
</tr>
<tr>
<td>• Stealing.</td>
<td>• Peace Circle.</td>
</tr>
<tr>
<td>• Defacing school property.</td>
<td>• One – three hours after school detention with the Principal. (Detention may be spread out over multiple days).</td>
</tr>
<tr>
<td>• Fighting.</td>
<td>• One – three additional hours community service.</td>
</tr>
<tr>
<td>• Cheating.</td>
<td>• Saturday school (8:00am – 12:00pm)</td>
</tr>
<tr>
<td>• Plagiarism.</td>
<td></td>
</tr>
<tr>
<td>• Leaving school grounds during the day without authorization from the Principal.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level Three Offenses:</th>
<th>Level Three Consequences:</th>
</tr>
</thead>
<tbody>
<tr>
<td>• Three Level Two offenses within one semester.</td>
<td>• Conference with the teacher, parent and Principal.</td>
</tr>
<tr>
<td>• Bullying others, either in person or through cyber bullying.</td>
<td>• Suspension from school events for one month (sporting events, movie nights, retreats, etc.)</td>
</tr>
<tr>
<td>• Use and/or possession of cigarettes, beetle nut, alcohol, marijuana or any other restricted substance on school grounds.</td>
<td>• First offense: Saturday school.</td>
</tr>
<tr>
<td></td>
<td>• Second and Third offenses: 1-5 days out of school suspension.</td>
</tr>
</tbody>
</table>
Possession of a weapon on school grounds.

If a student commits a Level Three offense more than three times in one academic year, he or she will be referred to the Majuro Cooperative School Board of Directors for an Expulsion Hearing.

APPENDIX C: BRING YOUR OWN DEVICE (BYOD) POLICY

Majuro Cooperative School

BRING YOUR OWN DEVICE (BYOD) STUDENT AGREEMENT

Students must read and sign the BYOD Student Agreement in the company of a parent or caregiver unless otherwise directed by the principal.

I agree that I will abide by the school’s BYOD policy and that:

r I will use the school’s Wi-Fi network for learning.

r I will use my device during school activities at the direction of the teacher.

r I will not attach any school-owned equipment to my mobile device without the permission of the school.

r I will use my own portal/internet log-in details and will never share them with others.

r I will stay safe by not giving my personal information to strangers.

r I will not hack or bypass any hardware and software security implemented by the school.

r I will not use my own device to knowingly search for, link to, access or send anything that is:

   Ø offensive
   Ø pornographic
   Ø threatening
   Ø abusive or
   Ø defamatory
   Ø considered to be bullying.
APPENDIX D: ESLR GRADE LEVEL RUBRICS
# Co-op ESLR Rubric

**Grade PreK – Kindergarten**

<table>
<thead>
<tr>
<th>ESLRs</th>
<th>Student Demonstrates ESLR Some of the Time</th>
<th>Student Demonstrates ESLR Most of the Time</th>
<th>Student Demonstrates ESLR All of the Time</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLR #1 Co-op students have proficient written and oral communication skills and comprehension in English.</td>
<td>1. Beginning to learn to read a Level A book.</td>
<td>1. Learning to read at least an Level A book.</td>
<td>1. Can read at least a Level A book.</td>
</tr>
<tr>
<td>Child Friendly Language: We can read, write, speak and listen in English.</td>
<td>2. Beginning to learn to communicate ideas and feelings in English.</td>
<td>2. Learning to communicate ideas and feelings properly.</td>
<td>2. Always communicates ideas and feelings properly.</td>
</tr>
<tr>
<td></td>
<td>3. Beginning to learn how to write proper English sentences.</td>
<td>3. Learning to craft proper English sentences.</td>
<td>3. Can write a perfect English sentence.</td>
</tr>
<tr>
<td>ESLR #2 Co-op students have effective problem solving, critical thinking and mathematical skills.</td>
<td>1. Learning shapes.</td>
<td>1. Knows almost all shapes.</td>
<td>1. Knows all shapes.</td>
</tr>
<tr>
<td>Child Friendly Language: I know my shapes and colors and can count to 100.</td>
<td>2. Learning colors.</td>
<td>2. Knows almost all colors.</td>
<td>2. Knows all colors.</td>
</tr>
<tr>
<td></td>
<td>3. Counts to 10.</td>
<td>3. Can count to at least 50.</td>
<td>3. Counts to 100 easily.</td>
</tr>
<tr>
<td>ESLR #3 Co-op students have strong social skills to be a contributing, respectful and responsible member of society.</td>
<td>1. With prompting, I can be a responsible citizen.</td>
<td>1. At times it takes initiative to be a responsible citizen.</td>
<td>1. Takes initiative to be a responsible citizen.</td>
</tr>
<tr>
<td>Child Friendly Language: I am kind, loving and helpful and I take care of my environment.</td>
<td>2. Learning respect and kindness.</td>
<td>2. Most times respect others.</td>
<td>2. Demonstrates respect for others.</td>
</tr>
<tr>
<td></td>
<td>3. Starting to develop friendships.</td>
<td>3. Most times maintains peaceful and honest friendships.</td>
<td>3. Maintains peaceful and honest friendships.</td>
</tr>
</tbody>
</table>
## Co-op ESLR Rubric
Grades 4 - 5

<table>
<thead>
<tr>
<th>ESLRs</th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Proficient</th>
</tr>
</thead>
</table>
| **ESLR #1**  
Co-op students have proficient written and oral communication skills and comprehension in English.  
Child Friendly Language:  
Students can write, read and speak in English. | 1. Participates in oral discussions and presentations some of the time.  
2. Beginning to display 6+1 traits in writing samples.  
3. Reads limited forms of text fluently throughout the day. | 1. Participates in oral discussions and presentations most of the time.  
2. Often displays 6+1 traits in writing samples.  
3. Reads some forms of text fluently throughout the day. | 1. Participates in all oral discussions and presentations.  
2. Displays strong 6+1 traits in writing samples.  
3. Reads many forms of text fluently throughout the day. |
| **ESLR #2**  
Co-op students have effective problem solving, critical thinking and mathematical skills.  
Child Friendly Language:  
Students can think about and solve problems using math. | 1. Solves limited math problems.  
2. Displays emerging numerical skills in word problems.  
3. Thinks critically some of the time. | 1. Solves some math problems.  
2. Displays satisfactory numerical skills in word problems.  
3. Thinks critically and visualizes results in hands-on activities most of the time. | 1. Solves a variety of math problems.  
2. Displays proficient numerical skills in word problems.  
3. Thinks critically and visualizes results in hands-on activities. |
| **ESLR #3**  
Co-op students have strong social skills to be a contributing, respectful and responsible member of society.  
Child Friendly Language:  
Students are respectful, responsible, participate and have fun. | 1. Engages in positive behavior some of the time.  
2. Is beginning to display some organizational skills.  
3. Contributes to some school-wide community activities. | 1. Engages in positive behavior most of the time.  
2. Displays satisfactory organizational skills.  
3. Contributes to most school-wide community activities. | 1. Always engages in positive behavior.  
2. Displays strong organizational skills.  
3. Almost always contributes to school-wide community activities. |
Co-op ESLR Rubric
Grades 6-8

<table>
<thead>
<tr>
<th>ESLRs</th>
<th>Emerging</th>
<th>Satisfactory</th>
<th>Proficient</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLR #1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Co-op students have proficient written and oral communication skills and comprehension in English.</td>
<td>Student is able to demonstrate 1 indicator.</td>
<td>Student is able to demonstrate 2 – 3 indicators.</td>
<td>Student is able to demonstrate 4 indicators.</td>
</tr>
<tr>
<td>Performance Indicators:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(List 4 indicators that show a student is demonstrating this ESLR).</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. Students can respond to writing prompts in English.</td>
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<tr>
<td>2. Students can participate in classroom discussions in English.</td>
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<tr>
<td>3. Students can use skills learned in the classroom to teach others in English.</td>
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<tr>
<td>4. Students can read and comprehend a variety of texts in English.</td>
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<tr>
<td>ESLR #2</td>
<td></td>
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<tr>
<td>Co-op students have effective problem solving, critical thinking and mathematical skills.</td>
<td>Student is able to demonstrate 1 indicator.</td>
<td>Student is able to demonstrate 2 – 3 indicators.</td>
<td>Student is able to demonstrate 4 indicators.</td>
</tr>
<tr>
<td>Performance Indicators:</td>
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<td></td>
<td></td>
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<tr>
<td>(List 4 indicators that show a student is demonstrating this ESLR).</td>
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<tr>
<td>1. Students apply diverse technologies to solve real-world problems.</td>
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<tr>
<td>2. Students show critical thinking by asking questions for greater comprehension.</td>
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<tr>
<td>3. Students are curious learners and think outside the box to find answers to their questions.</td>
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<td></td>
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<tr>
<td>4. Students demonstrate critical thinking skills to solve math problems.</td>
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</tr>
</tbody>
</table>
ESLR #3
Co-op students have strong social skills to be a contributing, respectful and responsible member of society.

Performance Indicators:
(List 3-4 indicators that show a student is demonstrating this ESLR).

1. Students clean up after themselves to maintain a healthy and orderly environment.
2. Students treat Co-op classmates and staff with respect.
3. Students turn in assigned work in a timely manner.
4. Students display appropriate behavior inside and outside the classroom.

| Student is able to demonstrate 1 indicator. | Student is able to demonstrate 2 - 3 indicators. | Student is able to demonstrate 4 indicators. |
Kindergarten to 2nd grade

- Student receives a 1 (not meeting expectations) overall in Math and a 1 (not meeting expectations) overall in Reading, and displays unsatisfactory skills on the Social Skills rating scales
- Student has not met their Reading Growth Goal
- Student has missed more than 30 school days during the current school year
- Student demonstrates a lack of instruction due to these absences
  - Student has not met reading growth goal
  - Student shows unsatisfactory performance and growth in math

3rd grade to 5th grade

- Student receives a D (not meeting expectations) in Math and a D (not meeting expectations) in Reading
- Student has not met their Reading Growth Goal
- Student has missed more than 30 school days during the current school year
- Student demonstrates a lack of instruction due to these absences
  - Student has not met reading growth goal
  - Student shows unsatisfactory performance and growth in math
Students in special education are excluded from this policy and will be advanced or retained in accordance with their Individual Educational Program as created by the IEP team.

Notification to Parents

At the end of Quarter 2, parents will be notified if there child is at risk for retention. A meeting will be schedule with the parents, principal, classroom teacher, and special education teacher, if applicable. At the meeting, the team will create a retention prevention plan that consists of: additional strategies being used in the classroom and goals for the students to meet to prevent retention.

Teachers will report progress every 3 to 4 weeks. At the end of quarter 4, a decision will be made based on the completion of goals set in the retention prevention plan.
Grade Acceleration Guidelines
A student is considered be accelerated to a grade (skip a grade) if he or she is given a grade-level placement ahead of chronological-age peers in both reading and math.

1. The parent(s)/guardian(s), teachers, or administrators can make a recommendation for grade acceleration using the Acceleration Portfolio Checklist. The parent or guardian will need to provide a letter to the Principal stating the consent for the student to participate in the Acceleration Review and possible testing.

2. The portfolio data will be gathered on the student. There must be two sources of data for both math and reading that indicate the need for grade acceleration.

4. To be considered for acceleration the student must be in at least the 80th percentile in math (according to the SAT-10 assessment), and a minimum of the 80th percentile in reading (according to the SAT-10 assessment). The student must indicate above average performance on the accelerated grades Saxon math placement exam and must be performing at least one year above current grade level according to the Fountas and Pinnell Benchmark Assessment System. Other data reviewed to make determination is a social development instrument and current writing assessments.

5. All assessments will be given by the current teacher or the teacher in the following grade.

6. The parent(s) will need to sign a Parent Consent Letter. The parent, Director of Elementary School Instruction, Principal, and Area Assistant Superintendent will need to sign the Subject-Matter and Grade Acceleration Consent and Waiver form.

Due to the required age entry at the kindergarten level, students will not be allowed to skip kindergarten to first grade.

Support Personnel Role/Responsibilities:

1. The Acceleration Review Team will consist of an administrator, current regular education teacher, previous regular education teacher, parents and other professional insight as required. The team will review the gathered portfolio data and make a recommendation for further testing, if needed.

2. After reviewing all assessments and records the Acceleration Review Team will schedule a meeting with the parent(s) regarding the recommendation.

3. If acceleration is determined appropriate, the receiving teacher of the student will work with the Principal to monitor the student’s performance and to insure that the student is receiving proper abilities level instruction.

5. If acceleration is determined appropriate, the receiving teacher will provide individual student conferences to inform the student of his or her progress.

6. If the team determines that grade acceleration is appropriate, the principal maintains signed documentation of the parent’s consent to grade accelerate in the student’s permanent record.
A copy of the Acceleration Checklist will need to be included in the student’s permanent records with supporting documents.

Please check the following items for the initial review process for Acceleration:

<table>
<thead>
<tr>
<th>Date/Initial</th>
<th>Documentation</th>
<th>Requirement</th>
<th>Evidence</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>student’s grades</td>
<td>demonstrates As or 4s-exceeding standards/expectations in both reading and math</td>
<td>report card</td>
</tr>
<tr>
<td></td>
<td>teacher observation</td>
<td></td>
<td>form attached</td>
</tr>
<tr>
<td></td>
<td>SAT-10 scores for reading and math</td>
<td>Math and Reading scores are above the 80th percentile</td>
<td>SAT-10</td>
</tr>
<tr>
<td></td>
<td>Fountas and Pinnell Benchmark Assessment System</td>
<td>Reading level is at least one year above the current grade level benchmark</td>
<td>Fountas and Pinnell BAS running record</td>
</tr>
<tr>
<td></td>
<td>writing samples</td>
<td>6+ traits scores indicate that student is performing above grade level in writing</td>
<td>6+ traits writing scores</td>
</tr>
<tr>
<td></td>
<td>Saxon Math Placement exam</td>
<td>Score indicates placement into the potential receiving grade</td>
<td>Completed Placement test</td>
</tr>
<tr>
<td></td>
<td>Social Development Instrument</td>
<td>Indicates that student is typical or advanced in social areas</td>
<td>Social Development Checklist/Assessment</td>
</tr>
</tbody>
</table>
Majuro Cooperative School Bereavement Policy

Bereavement General Provisions.

Entitlement. Teachers shall be entitled to absence with pay from their duties with the District because of bereavement. This absence shall be in addition to leave of absence from duty granted for other reasons.

Purpose. Such leave shall be for bereavement which precludes the Teacher from carrying out his regularly assigned duties.

Definition of Immediate Family. Bereavement leave may be taken for the following immediate family members: spouse, children, father, mother, brothers, sisters, grandparents, grandchildren, or the same relatives of one's spouse.

Bereavement. Teachers shall be allowed up to three (3) days of bereavement leave with pay for a case of covered bereavement. Employee is entitled for no more than five (5) days of covered bereavement per year. Such leave shall be for those covered under immediate family - spouse, children, father, mother, brothers, sisters, grandparents, grandchildren, or the same relatives of one's spouse.
Majuro Cooperative School Key Policy

Distribution of Keys

1. Issuing Authority – The Office Manager and Accountant or designee with the advice of the principal and other administrative personnel will authorize the issuance of individual keys to school personnel where a need for access to the area in question can be demonstrated.

2. Who is Authorized Specific Keys – Access will be given only to the areas where need can be demonstrated. Justification could include but not be limited to the following: work necessities, assigned office, assigned laboratory, and/or areas of responsibility. The Key Receipt and Agreement form will be completed by each employee issued keys. This shall be kept on file under the supervision of the Office Manager and Accountant.

3. Lost or Stolen Keys – Any person losing a key(s) must notify the Office Manager and Accountant immediately to ensure against any safety concerns. Notification should be made by telephone, e-mail, or in person. The employee will pay the cost of re-copying or re-keying any locks that are associated with the keys lost.

5. Keys are Not to be Loaned to individuals who do not work or live at Majuro Cooperative School – To protect the integrity of assigned areas, no issued key may be loaned or signed out to anyone who is not an employee or resident of Coop School. Authorization will be granted to any person who can demonstrate a need for a key.

Key Receipt and Agreement

Keys Issued:

I accept the use key(s) at Majuro Cooperative School with the following understanding:

1. The key(s) is the property of Majuro Cooperative School District and is on loan to me.

2. I further understand that loss of keys will result in assessment to be equal to the cost of ensuring the compromised area is made secure.

Signature: __________________________ Date: ______________
Administrator

Signature: __________________________ Date: ______________
MAJURO COOPERATIVE SCHOOL HUMAN RESOURCE POLICIES

HIRING

The Majuro Cooperative School is an equal opportunity employer and seeks to employ individuals based upon their qualifications, experience and ability to perform the position responsibilities. All applicants can expect a fair and completed evaluation of their application.

Majuro Cooperative School encourages internal transfers of qualified candidates to positions of greater responsibility. Internal transfer candidates should be considered before any external candidates. An employee requesting a transfer must be in good standing and continue to perform his/her current job duties at an acceptable level.

If no internal candidates interested on the vacant position, all vacant positions for Teachers & Administrative Staff will be posted online. Jobs will remain posted until the position is filled. When hiring non U.S. and non-Marshallese applicants, the positions will be advertised at Marshall Islands Journal as per requirement of RMI Division of Labor and Bureau of Immigration for 1 or 2 weeks.

The Principal is responsible for processing and screening all applications and resumes of qualified applicants. The principal also has the responsibility to select the applicants to be interviewed and schedule the interviews either personal or online. Team interviews may be conducted as needed in some positions.

After a decision has been made to hire a particular candidate, an offer will be made to that individual contingent on satisfactory completion of reference checks, medical clearance and criminal background checks.

If the Principal receives satisfactory results from the reference checks, medical clearance and criminal background checks, the Principal will notify the candidate to confirm the job offer.

The Principal will create the employment contract as per the approved salary scheme for signature of the Applicant, Principal, Board President and Vice President. All documents submitted by the applicant including signed contract shall be forwarded to Finance Officer for filing purposes.

An applicant can be disqualified from employment with Majuro Cooperative School if he or she does not meet the minimum requirements of the position, makes a false statement on the application form or during interview process, has committed fraud during the
application or selection process, or is not legally permitted to hold the position.

To employ locally hired personnel (Teacher Aide, Kitchen Staff, Maintenance, Security), they will be interviewed and selected by the Principal or Office Manager. After hiring decision is made, the applicant will be sent to the Finance Officer to fill out an Employee Personnel Information Sheet.
SALARY REVIEWS AND WAGE INCREASE

Salary increases for classified staff should be based on performance appraisal every year or depending on the school financial budget. The amount of increase should not be more than $0.25/hour for classified staff.

Salary increase for non-classified staff such as Teachers, Principal, and Office staff should be based on pay salary scheme only when contracts are renewed, after completion of a 2 year contract.

A merit budget should be approved by the Board of Directors with the recommendation from the Principal based on yearly evaluation.

**Classified Staff Performance Reviews** – As the School is on a performance-based merit system, the importance of accurate and objective performance appraisals cannot be overstated. Not only do such reviews determine the individual employee merit increases each academic year, but they also serve as an opportunity for an honest dialogue between principal and staff on their careers, overall performance and future development.

A formal performance appraisal is required for all full time employees every January.

**Teaching Staff Performance Reviews** - Three-month evaluations will be completed for all teaching staff at the end of the probationary period. Evaluation and goal setting conferences for long term staff are scheduled annually. New teachers to Co-op receive two formal observations per school year and returning teachers will receive one formal observation per school year.

Administrators will informally observe teachers and provide feedback throughout the year.

TERMINATION OF EMPLOYMENT

Definitions:

**Voluntary Termination** is the termination of employment relationship resulting from the voluntary decision of the Staff Member to resign from the employment of the School, and includes but is not limited to resignation, inability or failure to return from an authorized leave of absence, job abandonment and retirement.

**Job Abandonment** refers to the voluntary termination of the employment relationship
when a Staff Member who is not on authorized leave fails to show up to work or fails to contact the Principal or his immediate supervisor for 3 working days.

**Involuntary Termination** that typically occurs due to lack of work, lack of funds, reorganization, redundancy, grant expiration, or dismissal.

**Procedures:**

Any termination of the employment relationship, whether voluntary or involuntary, must be treated in a confidential, professional manner by all concerned. The Principal will share this information with others in the School as deemed necessary to complete the termination process and to resolve any issues relating to the termination.

The Principal or Immediate Superior is responsible for completing the Check out Forms, prior to the departure of the terminating Staff Member, in order to ensure the collection of all School properties, and the completion of other measures necessary to protect the School during the separation.

A terminating Staff Member will be invited to complete an exit interview in order to have the opportunity to provide feedback to the School about the employment experience.

Only accrued sick/personal leave will be paid out upon separation from employment for all staff member. Staff member who terminates his/her contract prior to the completion of a two year contract will not receive repatriation fees and a reference letter.

**Voluntary Termination**

A Staff Member who voluntarily terminates the employment relationship is expected to provide the Principal or Immediate Supervisor a resignation letter within 60 days written notice for non-classified staff, and preferably no less than two weeks in advance for classified staff.

A Staff Member who voluntarily terminates the employment relationship is expected to work the entire notice period unless approved by the Principal or Board of Directors.

Voluntarily termination should be announced to all staff as soon as the resignation is received by the Principal or Board of Directors but the school
reserves the right not to divulge any reasons with sensitive and confidential issues.

Involuntary Termination

The Principal should give written notice to the Staff Member for his/her termination no less than 2 weeks in advance.

In the event of gross misconduct by a Staff Member, the Staff Member could be placed on Investigation and Administrative Leave (with or without pay). This situation could be given without prior notice.

All Principal or Immediate Superior is responsible for completing the Personnel Action Form. The Personnel Action Form, written notice, and resignation letter from the terminating Staff Member, must be forwarded to the Finance Officer for filing and for calculation of last pay check.

EMPLOYEES DISCIPLINARY ACTION AND DISMISSAL

Written warning – A written warning will be given when an employee engages in an unacceptable behavior or poor performances during the period that a verbal warning is in effect. The Staff Member will be given 1st to 3rd warnings before suspension with the approval of Principal.

Suspension – A suspension without pay will be given when an employee engages in an unacceptable behavior or poor performances during the period that a written warning is in effect. A suspension without pay will be given not more than 3 days with the approval of the Principal. If the Staff Member will go back to his work, he should behave, act and work properly in accordance with the Code of Conduct and Work Ethics.

Demotion – It is the policy of the School to provide an equitable process in addressing the demotion of Classified Staff Member.

A demotion occurs when a classified employee is reassigned to a position with a salary range that is lower than the salary of the former position. A demotion may occur when:

- An employee was unable to perform satisfactorily
- As a result of reorganization
- As a result of disciplinary action
**Dismissal** – Here are the following fair reasons for dismissal.

**Your conduct**
- continually missing work
- poor discipline and demonstrated lack of respect for others
- drug or alcohol abuse
- theft or dishonesty
- violation of law, policy, regulations or Code of Conduct

**Your ability to do your job**
- you aren’t performing to the required standard
- long term or persistent illness makes it impossible for you to do your job
- Insubordination or refusal to perform work

**Some other substantial reason**
- imprisonment
- an unresolvable personality clash between you and a co-worker
- unreasonably refusing to accept a company reorganization that changes your employment terms due to economic circumstances
- violence or the threat of violence in the workplace
- Lying or intentionally withholding information that should be disclosed
- Serious negligence, recklessness or intentional wrongdoing
Sick Leave is intended to provide continuity of income to the employee in the event of health related issues that prevent the employee from working his or her regularly paid hours.

Uses
Sick Leave may be used for the following reasons:

- Temporary illness or disability
- Pregnancy or childbirth
- Medical or dental appointments
- Attendance to temporary illnesses, temporary disabilities, medical appointments or dental appointments of the employee’s immediate family members where the employee’s assistance is required. (Immediate family is defined as a spouse, child, parent, sibling, grandparent, grandchild or immediate in-laws.)
- Death/Funeral in the family
Accrual and Payment

Sick Leave begins to accrue with the first full pay period that an employee works.

Only full time employees earn Sick Leave at the rate of 2 hours in every 40 hours or 8 hours per month of completed service or pro-rata to sick leave based on the number of hours they worked.

Employees may accrue Sick Leave up to 80 hours or 10 days per school year.

Sick leave may be used in half-hour units. Periods less than that will be counted as half-hour units.

Volunteer teachers/staff are not entitled to pay sick leave.

Reporting process

Employees who will take Sick Leave will notify the Office Administration or Principals of their inability to work for the day within one (1) hour after their scheduled time of work.

Abuse

Suspected abuse of Sick Leave may lead to disciplinary action. The School also reserves the right to require documentation such as medical clearance from the employee to support the use of Sick Leave for more than three (3) consecutive days.

Cash Conversion

Unused sick leave may be converted into cash only at the end of school year.

Sick Leave may not be carried from one year to the next.

Separation

Any unused sick leave is forfeited upon an employee's work separation. However, unused sick
leave may be paid out under the following circumstances:

1. If an employee is involuntarily separated from employment for economic reasons as part of a company reorganization or a reduction in the workforce, the employee will receive the full balance of accrued, but unused sick leave.

2. If an employee retires from employment pursuant to the Company's retirement policy, the employee will receive the full balance of accrued, but unused sick leave.

3. If an employee voluntarily resigns from employment with at least two weeks' advance written notice, the employee will receive the full balance of accrued, but unused sick leave.