

2022-23 Parent/Student Handbook



Grades K-5

Northport School District No. 211 does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Donald Baribault, Civil rights Compliance Coordinator, Section 504/ADA Coordinator, Title IX/Sex Equity Officer; dbaribault@northportschools.org; (509) 732-4251; P.O. Box 1280, Northport, WA 99157

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**Northport School District is an innovative school that will.....
Inspire lifelong success by empowering students with knowledge, skills, and
opportunities.**

ADMINISTRATIONS' WELCOME LETTER

August 2022

Dear Parents:

Welcome to the Parent/Student Handbook 2022-2023. The Purpose of the Handbook is to give you information you will need as a student and a parent of the Northport School District. As State and Federal guidelines and district policies change, so will this handbook. Ultimately, the handbook summarizes important information common to Northport's unique district. It will be updated and revised annually to include any new policies and information. Updated handbooks will be distributed at the beginning of each school year.

The handbook will help you understand the operations of the school as well as your rights and responsibilities as a student and parent.

We are very proud of our students and the academic awards they have earned. Over the years the K-12 students have consistently earned and have been recognized for these achievements. We thank the parents and their involvement in the school and their student's education. We also thank the staff and their dedication in providing unique and specialized education to meet students' academic needs. Working together as a community we will continue to successfully achieve our mission to "Inspire lifelong success by empowering students with knowledge, skills, and opportunities".

In order for students to be successful, parents, school and community must support, by word and action, a shared belief that exist as the framework for the education of our students.

We believe:

- **Parents are their children's primary educators.**
- Education is essential to a democratic society.
- The development of a student's character is essential to educational excellence.
- Schools are an integral part of the community.
- In a safe and nurturing learning environment that maximizes individual potential.
- In fostering creative thinking and problem solving.
- Working together is beneficial to all.
- Open communication is essential.
- Learning is lifelong.
- Student engagement in the learning process can be fun as well as educational.
- In providing educational opportunities that enable all students to reach their potential.
- Respect and responsibility are the cornerstones to a strong education.
- The engagement of all stakeholders in the community is important to the success of the Northport School District.

- The entire community plays a role in student learning.

The District's Mission and Vision statement describes the expectations of the Northport Schools, who we are and where we are going. They express the big idea of the district, its goals and objects for the future of all students. The vision drives the direction of the district. It is the groundwork for the development of common goals and objectives, strategies to meet these objects and the measurement for success. They drive who is hired, how to prepare students for the future, purchased curriculum and obtaining and spending grant money. It is the goal of all students and parents to understand the district's role in the education of all students.

Mission

Northport School District is an innovative school that will inspire lifelong success by empowering students with knowledge, skills and opportunities

Vision

We will all recognize and cultivate the best in every student. Every moment of the school day and beyond will have a focus on the student, their academic, social, personal needs, growth and success. We will form relationships with all students, provide relevance for our expectations and infuse rigor in everything we do. We will always act in a caring, thoughtful, and empathetic manner and treat each student as if they were our own child.

Schoolwide Rules

Respectful, Responsible and Safe

Our motto is One community, One school, One family. We are working hard to live up to this, and we are asking you to do so as well. It takes us all - we are all in this together! We are looking forward to a wonderful 2022-23 school year.

The Administrative Staff,
Don Baribault (Superintendent) and Dr. Catherine Hunt (K-12 Principal)

2021-22 BELL SCHEDULE

K-8 Bell Schedule

Week Day	Start Time	End Time
Monday (First Bell 9:22)	9:25AM	3:00PM
Tuesday-Friday (First Bell 8:22)	8:25AM	3:00PM

ACADEMICS

Academic Awards

Northport school district honors students' outstanding achievements in academics, integrity and positive behavior. Award Assemblies follow the conclusion of each trimester. We hope you will join us as we honor individual achievements.

Academic Integrity

Students are expected to exhibit integrity in carrying out their academic responsibilities. This means always doing their own work:

- Do your own work, never turn in the work of another person and claim it as your own.
- Write your own essays, research papers etc.
- When using the words of another, always cite the source.
- Always use your own words, never plagiarize work that they find in books or on the internet.
- Complete exams using your own knowledge, never cheat on exams.
- Students who violate these ethical standards will face serious consequences ranging from receiving a lower grade on a test or project, to receiving no credit for the work, to receiving a lower grade for a marking period, to failing the course.

Homework and Study Habits

Homework is the time students spend outside the classroom in assigned activities to practice, reinforce or apply newly-acquired skills and knowledge. Students should develop good homework study habits to prepare them for college and career. After school programs **might be** available to assist students with homework.

Highly Capable/Intervention

It is the district's policy to ensure that all students receive high quality, scientific, research-based general education core instruction and, as appropriate, strategic acceleration or intervention support. Students are identified through district and state assessments and referral by teacher or parent. The referral is then considered by the administrator, classroom teachers and the guidance counselor. Parents will be notified of further procedures for qualifications. (HC procedures included in the handbook.)

Grading Procedures

K-5 Academic and PE Grading Scale:

1-Emerging (Student does not demonstrate an understanding of concepts, skills and processes taught in this reporting period. Student is performing significantly below grade level expectations).

2-Developing (Student is not yet consistent in demonstrating an understanding of concepts, skills, and processes taught in this reporting period).

3-Proficient (Student consistently demonstrates an understanding of concepts, skills and processes taught in this reporting period).

4- Exemplary (Student demonstrates an advanced understanding of concepts, skills and processes taught in this reporting period. Exceeds the required performance).

Progress Reports and Report Cards

Progress reports (grades 6-12) will be issued after mid-trimester three times a year. Report cards (grades K-12) are issued every twelve weeks, or three times during the year as a means of evaluating a student's performance and determining changes that should be made to improve student performance.

Parents are encouraged to come to the school at a prearranged time to consult with teachers about their child's mid-term progress. Parent/Teacher/Student conferences are **required** for all K-12 students. Conferences are twice a year, once in the fall and again in the spring.

Parent/Teacher/Student Conferences

The purpose of parent-teacher conferences is to discuss the academic, behavioral, and social well-being of the student, and successful conferencing between parents and teachers is one way for parents to help their students be successful in school.

Parties and Treats

While students/parents are, on occasion, permitted to bring commercial foods to school that do not meet the Smart Snacks standards such as on birthday and holiday celebrations, the district will encourage healthy food choices in all school operations.

Personal Properties

Protect your personal items. We suggest expensive items such as, but not limited to: cell phones, cameras, video games, iPods, laptops, and other electronic devices **be left at home**. The school district is **not** responsible for the theft or disappearance of staff or students' personal items. Please see Telephone/Electronic Device Usage (in this handbook) for further guidance.

Closed Campus

After arriving at school, students in grades K-12 shall remain on school grounds from time of arrival until the final dismissal bell unless officially excused through the office. School opens for breakfast at 9:00 am. on Mondays and 8:00 am Tuesday through Friday.

Classroom Visitations

Parents/guardians are encouraged to visit their student's school during school hours. All visitors are asked to check in at the high school office prior to going to their child's classroom. Please **pre-arrange** your visit with the student's teacher as to the best time to visit.

Building Entry

All doors are required to be locked at all times on campus. When arriving on campus, please check in at the high school office. You will be required to use the buzzer outside of the building to obtain entry. This is for the safety of our students and staff. We appreciate your understanding and cooperation.

Assessment

The following list of assessments (tests and other achievement measures) represents the assessment system of the Northport School District. The results of these assessments are utilized to reassure student achievement and learning as well as to make instructional and program decisions.

AIMSweb Progress Monitoring:

is administered to grades K-8 in reading. Aimsweb is used to identify and monitor those students who are at risk for academic failure.

AIMSweb Shaywitz Dyslexia Indicator:

is administered to grades K-2 to determine any early indicators of Dyslexia. This is used to monitor students who are at risk, not to diagnose.

Course Assessments:

are used throughout the school year to measure progress and achievement toward the district and State standards.

NWEA MAP (Measures of Academic Progress):

is an adaptive, nationally normed assessment given to grades K-12 and is used for required reporting of student achievement and for local level educational decisions. Students are assessed in the fall, winter, and spring in the areas of reading and math.

Washington State Assessments:

These are administered to grades 3-11 in the Spring based on current grade level standards. These tests monitor how your child is doing at school to help improve local and national educational efforts.

Washington State Assessments:

Grades	Test	Subjects	Test Window
3-4	SBA	ELA, Math	Spring
5	SBA, WCAS	ELA, Math, Science	Spring Spring
6-7	SBA	ELA Math	Spring
8	SBA, WCAS	ELA, Math Science	Spring
10	SBA	ELA, Math	Spring
11	SBA WCAS	Math Science	Spring Spring
10-12	SBA	ELA and Math retake Science retake	Fall & Spring
11	WCAS	Science	Spring

ATTENDANCE

Consistent attendance is paramount for students to receive the full benefit of their education and play a role in staying employed. It is a legal obligation of parents to regularly send their children ages 5-18 to school.

Please Read the Attendance letter in the Appendix.

Student Sign-in/Check-out:

Parents must sign out their student in the HS office prior to leaving for approved appointments, illness, etc. Eighteen-year-old students living with their parents/guardian must have parent verification of absences. Any absence for which an excused note has not been submitted within two (2) days will be considered truancy.

Admit Slips:

Following an absence, before returning to class, an admit slip must be picked up at the HS school office. Any absence not cleared with a note and not excused within two (2) days will be considered truancy.

- It is the student's responsibility to ask the teacher of every missed class for make-up work for the missed time.
- It is the teacher's responsibility to have make-up work available for the student.

Written Note

For all absences a written note must state the date(s) and reason for the absence. An excused admit slip will be issued if the requirements of Excused Absences are met. **It is the student's responsibility to complete all work missed due to an excused absence and turned in within a reasonable time, which is identified by each teacher.**

Physical Education Excuses

For three (3) days or fewer of missed classes the parent MUST submit a note to the fitness instructor. The note must specify the illness or injury or reason for missed days. For excused absences more than three days, the parents are required to obtain a written statement from the student's physician describing the health problem and the length of time to be excused from participation in the physical education program.

Becca Bill:

Washington State's truancy law, known as the Becca Bill, requires the school/district and the juvenile court to take specific actions when youth are truant. Northport School District will follow the policy and procedures for this law. RCW 28A.225.030

Excused Absences:

- Personal illness.
- Family emergencies (funeral, death, hospitalization etc.).
- School sponsored activities.
- Appearances in court when required by law.
- Disciplinary action (suspension).
- Absences pre-arranged by parents with notice to school one or more days in advance.
- Athletic or extra-curricular events.
- Students returning to school following any absences (except school activity) must present a written or verbal excuse by parent/guardian to the office **within 2 days (48 Hours) or they will automatically become unexcused.**

Extended Absences:

If a student is confined to home or a hospital for an extended period, the school shall arrange for assignments to be sent to the place of confinement whenever practical. If the student is unable to do his or her school work, or if there are major requirements of a particular course which cannot be accomplished outside of class, the student may be

required to take an incomplete grade or withdraw from the class without a penalty. Homework may be requested when the student is absent for more than one day.

Planned Absences:

Students and parents are encouraged to plan trips and other discretionary absences during school holidays. Student academic performance usually suffers when they are not able to participate in classroom learning activities. If a trip or other planned absence is necessary, the parent will need to contact the office to receive the request form to be filled out and approved by the principal. Work not made up within two weeks after the absence may not be accepted.

School-Related Absences:

To be considered as excused, absences for school activities must be pre-arranged and authorized by the principal and teachers must be notified prior to the absence. As required by law, students who are removed from a class or classes as a disciplinary measure or students who have been placed on short term suspension shall have the right to make up assignments or exams missed during the time they were denied entry to the classroom.

Unexcused Absences:

Includes absences and tardiness for which no valid excuse note is provided to the school. This type of absence is also defined as **truancy** or an unexcused absence. Assignments and/or activities not completed because of such absence or tardiness cannot be made up by the student. Students who continue to be truant may be referred to the Stevens County Prosecuting Attorney for legal action under Becca Bill (RCW 28A.225.010).

The school will notify a student’s parent/guardian in writing or by telephone whenever the student has failed to attend school.

The following procedure will be followed for unexcused absences within any month during the current school year. (A phone call home will occur every time your child is absent from school).

Beginning of the school year	Information letter to all students and parents of students that includes the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement, and graduation and dropout rates; the school’s expectations of the parents and guardians to ensure regular school attendance by the child; the resources available to assist the child and the parents and guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under this chapter in the language in which the parents are fluent. (RCW 38A.225.005)
After 1 st unexcused absence: Notify/inform parent.	Parents/Guardians will be notified of the potential consequences of absenteeism. Notification can occur by phone or email. Notification by phone will continue for every absence.
After 3 rd unexcused absence in a month: conference and WARNS assessment will be given.	First Truancy letter will be mailed home. Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student’s regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so the student is able to eliminate or reduce their absenteeism. (RCW 28A.225.020)
4-5 unexcused absences in a school year	Must apply WARNS (The <i>Washington Assessment of the Risks and Needs of Students</i> is a brief (53 to 74 items) designed to allow schools to assess individual risks and needs that may lead to truancy and/or school failure, and to target interventions accordingly) or other assessment. (RCW 28A.225.020) Take data-informed steps to eliminate or reduce student’s absences, consistent with the WARNS or other assessment results. RCW 28A.225.020 (1)(c)(iv)225c(ii).

	<p>Convene the IEP or 504 team, if the student has an IEP or a 504 plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences. (RCW 28A.</p> <p>Amend the plan with the student and parent.</p>
Not Later than the 5 th unexcused absence in a month or 10 in a year: Truancy Board	<p>District shall:</p> <ul style="list-style-type: none"> • Enter into an agreement with the student and parent establishing attendance requirements, OR • Refer parent and child to a community truancy board (CTB) or other coordinated means of intervention. • File and stay petition under subsection (1) of RCW 28A.225.030) • Truancy Board
Not later than 7 unexcused absences in a month, or 10 unexcused cumulative absences in a school year.	<p>File truancy petition with the Office of Juvenile Court. Continue to take steps with student and/or family, which may include revisiting agreements/attendance contracts. (RCW 28A.225.030)</p>

Tardiness

Being prompt to class is very important. Students are to be in their seats and ready to work at the beginning of each class period. Tardiness with a valid note from another teacher, staff, or administrator will be considered excused. (The note must have the date, time, and signature of the teacher, staff, or administrator). If a student is tardy for a class or not in their designated class during class time, he or she will face a range of disciplinary consequences from an administrator or other staff member.

ATTEND TODAY, ACHIEVE TOMORROW

GOOD SCHOOL ATTENDANCE MEANS...

PRESCHOOLERS

Build skills and develop good habits for showing up on time

ELEMENTARY STUDENTS

Read well by the end of third grade

MIDDLE AND HIGH SCHOOLERS

Stay on track for graduation

COLLEGE STUDENTS

Earn their degrees

WORKERS

Succeed in their jobs

Too many absences—excused or unexcused—can keep students from succeeding in school and in life. How many are too many? 10% of the school year—that’s 18 missed days or 2 days a month—can knock students off track.

www.attendanceworks.org

CONDUCT AND BEHAVIOR

The District staff and administration care about each student and want to provide a safe, positive atmosphere to empower students with knowledge, skills and opportunities. To accomplish this the district will positively support students in meeting behavioral expectations, and keep students in the classroom to the maximum extent possible using other forms of discipline methods such as but not limited to:

- **De-escalation techniques** – The use of personal space, body language, and listening skills can effectively de-escalate the disruptive behavior of those in your care. The understanding of students’ body language and triggers.
- **Positive Behavior Interventions (PBIS)** – Strategies and instruction that can be implemented in a systematic manner in order to provide alternatives to challenging behaviors and reinforce desired behaviors.
- **Social Emotional Learning** – Strategies and instruction that help students manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

The teacher or other school personnel shall first attempt one or more other forms of discipline to support the student in meeting behavioral expectations, unless the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process. (RCW 28A.165.035)

An individualized Success Plan requiring specific target behaviors/consequences may be developed and implemented for a student when other interventions have failed. In addition, students on a plan may be required to participate in the “check-in / check-out” process each day and or small group behavior lessons until behavior has significantly improved.

Student’s violations will be subject to a case by case basis. The district will look at the individual needs of the student, and other forms of discipline that meet the student’s behavioral expectations. Both general and special education discipline rules and procedures will be followed to make decisions about the student’s infractions.

Attire and Appearance

Dress professionally. You may dress to express your individuality and creativity as long as you do not disrupt the educational process or present health and safety problems. **When deemed necessary by the CDC/Tri-County Health Department(s), students and staff must wear a mask/face covering when on campus.**

Dressing professionally means:

- Clothing is appropriate for the school setting.
- Clothing is not offensive, suggestive, gang-related, or promotes illegal activities, or substance abuse; tobacco, alcohol, drugs and paraphernalia. Students wearing this type of clothing will be asked to change and/or given a change of clothing.
- Clothing or other items which are demeaning to women (e.g. Playboy, Hooters), minorities (racial slurs, Confederate flag), or other groups, by actual image or implication is prohibited.
- Clothing appropriately covers the body and does not reveal undergarment. (See diagram)
- The dress code guidelines must be followed during school hours, including clothing for P.E. and during extra-curricular activities.

Below is an example of what should **NOT** be worn at school or school functions.



Conduct Standards

Cooperation and mutual support on matters of discipline and attendance are necessary between home and school in order to ensure a safe and healthy environment conducive to learning. Students, who infringe on the rights of others, or who violate school policies and regulations, will be subject to corrective action.

Minimum Standards of Conduct:

Students are expected to be **responsible, respectful, and safe:**

- Show courtesy and consideration for all members of the school community.
- Behave in a manner that is not disruptive to the educational process.
- Comply with school rules, classroom procedures and requirements.
- Respect and assume responsibility for school and personal property.
- Dress professionally, so as not to interfere with the work of the school or create a safety hazard.
- Comply with state, local and school health, safety and attendance regulations.
- Comply with state statutes and local laws and regulations.

Rules Governing Student Conduct:

The school is legally responsible for students while in school, or in transit to or from school. All students shall comply with school rules and submit to reasonable directions of school authorities. Such rules shall apply:

- On the school grounds during and immediately before or immediately after school hours.
- On the school grounds at any other time when school is being used by a school group, or off the school grounds at a school activity, function or event.
 - Elementary students must have adult supervision during activities and events.
- Off the school grounds when prohibited behavior is a consequence of, or directly related to, causes or events which occurred or originated on school grounds.

- Off school grounds when the student is in route between home and school, including bus stops.

Discipline Categories

Classroom Exclusion:

The exclusion of a student from a classroom or instructional or activity area for behavioral violations, subject to the requirements in WAC 3923-400-330 and 392-400-335. Classroom exclusion does not include actions that result in missed instruction for a brief duration. The teacher, principal, or designee must notify the student's parents regarding the classroom exclusion as soon as reasonably possible. (WAC 392-400-330)

- A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations; and
- The student remains under the supervision of the teacher or other school personnel during such brief duration.

Classroom Exclusion Does NOT Include – Students working on an assignment individually or collaboratively outside the classroom.

Students are expected to use self-discipline and must assume responsibility for their behavior. When student behavior is not acceptable, necessary action will be taken.

- Teachers and administrators have full authority to control or discipline a student during the time such a student is in attendance, in transit to or from school, or attending any school sponsored function. Actions to be taken by the teacher or administrator include, **but are not limited to the following:**

Think Time:

Teachers may allow students to quietly move to the back of the classroom or leave the classroom for a brief time to collect thoughts and gain self-control.

Time Out:

The student may be sent to the Solution Room for a brief time during the class period to reflect on disruptive behavior. This classroom exclusion is to be considered as a last resort after other forms of discipline have been used, and only to be used when a teacher is unable to continue teaching if the student were to remain. Students will complete a behavior form and return to class for debriefing with the teacher or staff member. A Time Out may result in a discipline referral and/or detention or "blue, yellow, or red slip". If a blue, yellow, or red slip is issued, the issuing staff member or the principal/designee will call the parent or send a note if parents can't be reached.

Lunch Detention:

Students report to the Solution Room at the beginning of lunch for 15-minute detentions. "No-shows" for lunch detentions may result in a 1-hour after school detention, continued "no shows" may result in a 1 day in-school suspension.

After School Detention:

The student is assigned to report after school for 1-hour. In most cases, the parent and student are given notice the week before the detention is assigned so transportation can be arranged. Students will report to the Solution Room and are responsible for bringing school related assignments. Students will also complete the behavioral packet provided by the Solution Room.

- It is the student's responsibility to make prior arrangements with the Solution Room staff if unable to serve after school detention.

Suspension:

A denial of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes, but not including classroom exclusions, expulsions, or emergency expulsions.

Before administering any suspension or expulsion, a school district must attempt to notify the student's parents, as soon as reasonably possible, regarding the behavioral violation.

- **In-School Suspension (ISS):**

A suspension in which a student is excluded from the student's regular educational setting but remains in the student's current school placement for up to ten consecutive school days.(WAC 392-400-430 through 392-400-475).

- The principal or designee must provide the student an opportunity for the student to contact the student's parents.

- **Long-Term Suspension (LS):**

A suspension in which a student is excluded from school for more than ten consecutive school days. (WAC 392-400-430 through 392-400-475).

- The principal or designee must make a reasonable attempt to contact the student's parents to provide an opportunity for the parents to participate in the initial hearing in person or by telephone.

- **Short-Term Suspension (SS):**

A suspension in which a student is excluded from school for up to ten consecutive school days. (WAC 392-400-430 through 392-400-475).

- The principal or designee must provide the student an opportunity for the student to contact the student's parents.

Emergency circumstances:

When a teacher or school personnel administers a classroom exclusion on the grounds that the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process, the principal or designee must meet with the student as soon as reasonably possible and administer appropriate discipline.

Expulsion:

A denial of admission to the student's current school placement in response to a behavioral violation. (WAC 392-400-430 through 392-400-480).

- **Emergency Expulsion (EE):** The removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the educational process.
 - The school district must attempt to notify the student's parents, as soon as reasonably possible, regarding the reason the district believes the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of the education process.
 - Before administering any suspension or expulsion, a school district must attempt to notify the student's parents, as soon as reasonably possible, regarding the behavioral violation.

Discipline is nurtured and in place to build better citizens for the future. Each student will be granted their full legal rights of:

- Notification, either written or verbal, of any charges against them.
- Defending themselves against any charges.

- Appealing, within given periods of time, any decisions or action taken to correct a disciplinary problem, as provided by the Constitution rights of the student and Statutes of the State of Washington and the United States. (Please obtain the Student Discipline Procedures from the principal).
- All procedures must be conducted in a fair, reasonable and expedient manner. Only reliable and factual information may be used in determining the outcome of each situation. Board Policy #3241.

Due Process Procedures

Any parent or student who is aggrieved by the imposition of a suspension has the right to an informal conference with the Principal for the purpose of resolving the grievance. At such conferences the student and parent will be subject to questioning by the principal and will be entitled to question staff involved in the matter being grieved.

Suspension, Expulsion, Emergency Expulsion:

- Before administering any suspension or expulsion, the principal or designee must conduct an informal initial hearing with the student for the purpose of hearing the student's perspective.
- Before administering any suspension or expulsion, a school district must attempt to notify the student's parents, as soon as reasonably possible, regarding the behavioral violation.
- No later than one school business day following the initial hearing with the student in WAC 392-400-450, a school district must provide written notice of the suspension or expulsion to the student and parents in person, by mail, or by email. The written notice must include:
 - (c) The other forms of discipline that the school district considered or attempted, and an explanation of the district's decision to administer the suspension or expulsion
- If the student or parents disagree with the school district's decision to suspend or expel the student, the student or parents may request an informal conference with the principal or designee to resolve the disagreement.
- A school district may establish a time limit to appeal a suspension or expulsion. Appeal time limits must be no less than five school business days from the date the school district provides the written notice under WAC 392-400-455.

Rules Governing Student Conduct

- The school district must hold an appeal hearing within three school business days from the date the superintendent or designee received the appeal request, unless otherwise agreed to by the student or parents.

Honor Code System

The Honor Code System is designed to track behavior violations of all K-12 students whether or not the student participates in extracurricular sports and/or activities. A teacher will reteach classroom expectations and provide further instruction to a student who is off-task or non-compliant. If that behavior persists, or other inappropriate behavior occurs, the teacher will document the infraction with a blue, yellow or red slip.

The discipline slips result in a loss of privileges for 5 days.

The Honor Code System is designed for recovery. Students earn privileges back after 5 days if no other infractions occurred during the duration of the 5 days. During the five days if a student receives another blue, yellow or red slip loss of privileges will be extended another 5 days.

Active Infractions:

Honor Level 1- No infractions, all privileges.

BLUE – Blue Slip, Minor Violations and Corrective Actions. 15 minute lunch detention.

YELLOW - Yellow Slip, Moderate Violation and Corrective Actions, 5 Days Loss of Privileges.

RED – Red Slip, Severe Violation and Corrective Actions, 5 Days of Loss of Privileges. Ineligible for All Extracurricular Activities (Dances, Assemblies, Field Trips, Games, Practices, ASB Events, Club Participation, etc.)

The following is a brief summary for disciplinary guidelines. It is neither comprehensive nor absolute.

BLUE (Minor Violations)			
<ul style="list-style-type: none"> •Classroom disruption/disorderly conduct (minor). •Being out of class or in the parking lot without permission, leaving class without permission. •Failing to have necessary materials for class. •Failing to make safe choices. •Failing to respect school and other’s property (minor) •Failing to follow directions on first request (minor). •Failing to use quiet/appropriate behavior. •School rule violations - littering, hallway disturbances, skateboards, scooters, computer misuse, etc. 	<ul style="list-style-type: none"> •Public displays of affection (PDA) - Displays beyond holding hands. •Being late to class. •Failing to follow bus rules. (If behavior persists, follow bus violation procedures) •Dress code violation •Tardy to class (third time) •Harassment/Intimidation/Bullying 		
<p>Corrective Actions Case by Case basis with equity between like cases.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Parent notification Blue Slip Parent meeting Behavior plan </td> <td style="width: 50%; border: none; text-align: right;"> lunch detention Small group Intervention </td> </tr> </table>	Parent notification Blue Slip Parent meeting Behavior plan	lunch detention Small group Intervention
Parent notification Blue Slip Parent meeting Behavior plan	lunch detention Small group Intervention		
YELLOW - Moderate Violations - (5 days loss of privileges)			
<ul style="list-style-type: none"> •Insubordination, defiance towards a staff member •Skipping class •No show to detention •Reckless driving/riding- Including reckless driving and/or speeding on school grounds, riding on car hoods, etc. 	<ul style="list-style-type: none"> •Refusal to turn a cell phone over to a staff member when asked. •Name calling, put-downs, verbal threats. •Internet policy violations •Any Blue Slip infraction that is above a minor incident or a repeated offense. 		
<p>Corrective Actions Case by Case basis with equity between like cases.</p>	<table style="width: 100%; border: none;"> <tr> <td style="width: 50%; border: none;"> Parent notification Yellow Slip After school detention Small group Intervention </td> <td style="width: 50%; border: none; text-align: right;"> Exclusion from class Parent meeting Behavior plan </td> </tr> </table>	Parent notification Yellow Slip After school detention Small group Intervention	Exclusion from class Parent meeting Behavior plan
Parent notification Yellow Slip After school detention Small group Intervention	Exclusion from class Parent meeting Behavior plan		
RED - Severe Violations			
<p>Immediate Referral to Principal or designee (5 days loss of privileges)</p>			

<ul style="list-style-type: none"> •Swearing or verbal assault directed at a staff member. •Vulgar, disrespectful, or abusive language-verbally in writing, as gestures or on clothing. •Refusal to turn a cell phone over to a staff member when asked and interrupting the learning environment and/or others. •Harassment, intimidation, bullying, racial, gender slurs, verbal assault towards staff members and students. •Cheating/plagiarism - Turning in work that is not your original, allowing other students to copy work. •Arson •Shooting threats or bomb threats 	<ul style="list-style-type: none"> •Vandalism, theft, property damage, malicious mischief – destruction or defacing school or personal property •Fighting or physical assault •Tobacco/tobacco products (e-cigarettes and paraphernalia) possession/ use or sale or transfer/distribution. •Drug/alcohol/paraphernalia possession/use or sale or transfer/distribution. •Dangerous weapons on campus •Serious internet policy violations and serious computer misuse. (Including but not limited to: Cyber bullying, sexting, sexual harassment, harassment, intimidation, looking at porn, vulgar and lewd photos.
<p style="text-align: center;">Corrective Actions</p> <p>Case by Case basis with equity between like cases.</p>	<ul style="list-style-type: none"> Parent notification Red Slip Parent notification Parent meeting Sheriff notified if warranted Alternative to Suspension activity Suspension/Expulsion

Positive Behavioral Intervention and Support (PBIS)

Teachers are responsible for maintaining an environment free of disruption which interferes with the teaching/learning process. Teachers will handle minor problems and use PBIS in the common areas of the school.

- Each student begins the school year with a clean record in regard to disciplinary referrals. Discipline referral information recorded in the office is to serve as an anecdotal record for the use of administrators when working with students and parents to address recurring discipline problems.

Core Curriculum Goals:

- Prevent problem behavior.
- Promote appropriate behavior.
- Increase instructional time.
- Enhance school safety.
- Build a positive school culture.

School-Wide Expectations and Rules:

- Essential part of the school’s culture and language.
 - Apply to all staff, students and settings across campus.
 - Are taught as part of the academic core curriculum.
 - Are reinforced/rewarded when exhibited as academic accomplishments are rewarded.
- (See individual School- Wide Expectations and Rules in the appendix).

Positive Reinforcers

The staff at Northport School regularly rewards those students who contribute to a responsible, respectful, and safe school climate.

- Students receive ongoing positive feedback when they are following classroom and school expectations.
- When employees witness responsible, respectful, and safe behavior from students, a green slip is submitted for each good deed.
- Students' names are then entered into a weekly drawing for prizes.
- When students are rewarded for positive behaviors, parents will be notified about the good news.

Specific Behaviors

Bullying -

aggressive behavior that involves unwanted, negative actions. Bullying involves a pattern of behavior repeated over time. Bullying involves an imbalance of power or strength.

- If your child reports they are being bullied at school, immediately notify the school.
- The district, with your child, will complete the Bully documentation form.

Bully, Harassment, and /or Intimidation:

To maintain a safe, positive, and quality educational environment, the Northport School District requires courteous and respectful interactions between and among students, staff, and others involved in school activities. Harassment, intimidation and bullying, including sexual harassment by any person or group will not be tolerated.

- Harassment includes unwelcome persistent or repeated remarks, jokes, gestures, pranks, or behaviors that demean a person's race, gender, ethnicity, abilities, or past conduct; or any remarks or behaviors of a sexual nature that create an offensive, intimidating environment at school.

Bullying, harassment, and intimidation of any member of the school community is prohibited. All reports of bullying, harassment, and intimidation will be treated seriously.

- Investigation of an allegation will be done in a prompt, confidential, and thorough manner.
- Any person being bullied, threatened, intimidated, or harassed is encouraged to report the incident to a teacher, counselor, or administrator.
- Retaliation against any person who makes or who is a witness in a harassment complaint will result in appropriate discipline, as will an individual who knowingly reports or corroborates false allegations of harassment.

Cyber Bullying:

When a bully uses a phone to intimidate or bother another person, the bully may be charged with telephone harassment. The bullying behavior may include, for example, unwanted lewd language or suggestions, or threats to harm the victim or a family member of the victim. (WA. Rev. Code Ann. § 9.61.230.)

Bullying, Cyber Bully, Harassment, Intimidation Procedures:

1st Reporting - Student reports behavior orally and in writing to the Solution Room. Solution Room personnel will document the incident and begin an investigation.

2nd Reporting – After second reporting from the targeted student, “the perpetrator” will participate in the Introduction of the Bully/Harassment Program, and parent(s) will be notified.

3rd Reporting – Will participate in the full Bully/Harassment Program, and parent(s) will be notified. If bullying behavior continues after completion of the Program - Severe violation, possible expulsion from school.

Dangerous Weapons:

It is a violation of district policy, state and federal law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation or areas of other facilities being used exclusively for school activities. Possession of a dangerous weapon could result in one year expulsion.

- Any items that are used to threaten a student(s) and/or staff member(s) such as but not limited to: Poppers, pencils, pens, toys, and fire crackers will result in a mild or moderate violation.

Discrimination Definition:

Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class. Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person’s disability.

Discrimination and Sexual Harassment:

Students and staff are protected against discrimination and sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus, such as a school sponsored field trip.

Protected Class:

Is a group of people who share common characteristics and are protected from discrimination and harassment by federal, state, or local laws.

- Protected classes under Washington state law include sex, race, color, religion, creed, national origin, disability, sexual orientation, gender expression, gender identity, veteran or military status, and the use of a trained dog guide or service animal.

Sexting:

Is online communication involving youth produced sexually explicit or suggestive images created and shared through the use of personal communication technologies. Students involved in possession or transmission of inappropriate photos or communication on their cell phones or other electronic devices face suspension and/or expulsion and the incident will be reported to the authorities.

- Students involved in possession or transmission of inappropriate photos or text messages on their cell phones or other electronic devices face suspension and/or expulsion. A police report will be filed.

Sexual Harassment Definition:

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision.
- The conduct interferes with a student’s educational performance, or creates an intimidating or hostile educational or employment environment.

Sexual Harassment (Examples):

- Pressuring a person for sexual favors.
- Unwelcome touch or gesture of a sexual nature.
- Writing graffiti of a sexual nature.
- Distributing sexually explicit texts, e-mails, or pictures.
- *Making sexual jokes, rumors, or suggestive remarks.
- *Physical violence, including rape and sexual assault.

Reporting:

You can report concerns about discrimination and/or sexual harassment to any school staff member or administrator.

Students /Rights and Responsibility

One of the major goals of Northport School District is to promote in each student a sense of one's civic rights and responsibilities. All students who attend school in this district shall comply with the written policies, rules and regulations established; shall pursue the required course of studies, and shall comply with the authority of the teachers of the school, subject to such disciplinary or other actions as the school officials shall determine.

- All students have the right to a safe environment and the right to an equal educational opportunity, regardless of national origin, race, religion, economic status or sex, including being free from sexual harassment.
- Students have the right to be secure in person, paper, and effects against unreasonable searches and seizures, therefore all students have the right to due process.
- Students have the right of freedom of speech, freedom of the press, and the right to peaceably assemble.
- Any pupil, who is aggrieved for any causes, has the right to request an informal conference with the appropriate administrator for the purpose of resolving the matter.

Student Records/FERPA:

The students and parents of students of the district have the right of confidentiality in regard to student records. Therefore, no one, other than the administration, the teaching staff, the student him/herself, or the student's parent/guardian may review a student folder (on a need to know basis) unless prior written permission has been granted by the child's parent/guardian or the child him/herself (if over 18 years of age). Lists of students, addresses, and/or parents will not be given out.

- If parents or adult students believe something in the file is inaccurate, misleading or otherwise in violation of the student's privacy rights, they may request that it be corrected or attach comments to the record.

School Employees have a legal obligation to keep all matters involving students and their families private and confidential.

Substance Abuse:

Alcohol/tobacco/Drugs – In the State of Washington it is illegal for anyone under the age of 21 to use or be in possession of alcohol/tobacco and marijuana. It is illegal for alcohol/tobacco and marijuana to be used by an adult on school grounds.

- The aroma (smell) of illegal drugs on a student body or on their breath on school grounds will result in the parent/guardian being notified of the infraction.
- Students who possess alcohol or drugs including tobacco products, E-Cigarettes or other paraphernalia are subject to penalties including parent meeting, sheriff notification, loss of privileges, possible suspension and/or expulsion.
- Students who sell a controlled substance, alcohol, tobacco, tobacco products, other drugs and/or paraphernalia will be reported to the Sheriff department and have immediate Emergency Expulsion.
- The rule applies to adults as well as students, and to other organizations using school facilities for any purpose.

Teacher/Administrator Rights and Responsibilities:

Every teacher and administrator shall, in accordance with due process rights of the students, have the authority to discipline any student for any disruptive or disorderly conduct while that student is under his/her supervision and jurisdiction, and may exclude a student from his/her class in order to maintain an orderly learning environment.

GENERAL INFORMATION

Bus Transportation

Bus Delays:

There are three main reasons for bus delays including inclement weather, doubled routes and mechanical breakdowns. If the bus is delayed for any reason, the driver will follow their delay procedures and families will be notified by phone. If families cannot be reached, the driver will contact the school and give them the information. Please contact the school for information about the delay.

Bus Procedures:

- All students not loading onto buses must stay behind the yellow line at the school curb.
- Bus students who are waiting for their bus to arrive must line up in a single file behind the yellow line.
- All bus riders must wait for their driver to be present before boarding.
- At no time are students to be near or touching any part of the bus.
- No persons are to cross between buses. **Crossing is only permitted in front of the first bus or behind the last bus in line.**
- Students shall ride only on their assigned bus unless a bus pass has been obtained through written permission or phone call.
- Students shall observe rules of classroom conduct while riding on buses.
- Noise and loud behavior shall be kept to a minimum to avoid distracting the driver. **Students shall refrain from talking to the driver, while the bus is in motion.**
- Students shall remain in their seats. This means, changing seats and walking in the aisles without the bus driver's permission will be a bus violation.
- Students shall not carry or have in their possession, articles which may be hazardous or cause injury in the event of an accident or emergency stop. Such articles include but are not limited to sticks, breakables, weapons, or large, bulky items that cannot be held or placed under the bus storage area.

Bus Violations:

The following corrective actions will be taken for students who do not follow the bus procedures. The severity of the violation dictates the correction.

- Reteach the correct behavior
- Blue, Yellow, or Red Slip
- New seat assignment
- Bus slip violation (Must be signed by parent/guardian)
- Parent/guardian/student meeting to develop a plan so student safely rides the bus
- Suspend the student's privilege of riding the bus for whatever time is necessary to solve the problem.

Cell Phone /Personal Electronic Devices

Cell Phones:

K-5

No Cell phone use during the school day. If there is an emergency, parents can call the school office (509-732-4251) and the secretary will notify the teacher. **Students will give their cell phone to their classroom teacher. The classroom teacher will return the phone at the end of the school day.**

Reasons for Cell Phone Norms:

- Employment preparation.
- Reducing social stress.
- Promoting face to face interactions (social skills).
- Maximizing classroom learning.
- Making a distinction between social and educational use.

Phone Use: Students, with permission from a staff member, may use the office phone or their teacher's phone.

The District will only remove a cell phone from a student if the student is violating the school's Cell Phone rules posted above.

Computers and the Internet

Technology is an important part of today's society. Using technology during school is a critical component of a student's learning. For the safety of all, certain behaviors are not allowed.

Students must NOT:

- Use school technology or school time to visit social network sites or inappropriate sites online.
- Bring up inappropriate or unauthorized websites.
- Use school technology for cyber-bullying, harassment or sexting or any other harmful purposes.
- Modify or alter the network operating system.
- Vandalize equipment.
- Use software or passwords illegally.
- Install or store illegal hardware or software on any network, server or workstation
- Students must have teacher permission to use any computer, network, control center, or teacher work stations.

Computer Procedures:

- Computer use only during class time.
- Computer use before/after school or during lunch only with teacher permission and supervision.
- During teacher instruction computers are partially closed or closed.
- Only for educational purposes.
- Non-educational sites will receive a red slip and be subject to random history checks or must print history after each class.
- Assessments taken on the computer will be locked

Additional Programs Offered:

Alternative Learning Education - “Homelink” Program:

The Northport School District is pleased to offer Homelink, a parent partnership alternative learning program. The purpose of our program is to support home school families as they provide their students with a high quality education that will help better prepare them for college and the world of work. In district students may participate in elective programs and extracurricular activities offered through the middle and high school.

Each student in each family will have individualized enrollment, depending on their needs. There are a variety of enrollment options to choose from to best fit students and their educational style. Contact the Homelink Office at 732-4430 ext. 176 for more information.

ECEAP Preschool:

The Early Childhood Education and Assistance Program is a “whole-child” comprehensive, family focused preschool program designed to help low income children and their families to prepare for and succeed in school. The target ECEAP population is four year-old children whose family income is below 110 percent of the federal poverty level. Contact ESD 101 ECEAP Enrollment Assistant (509) 323-2720

Parent Teacher Organization

A nonprofit group of parents, teachers, and staff dedicated to improving the educational experience of all students at Northport Schools. Our goals are to encourage interaction between family and school, serve as a source of support, and work with teachers, staff, and the community at large to improve our children’s educational experience. The PTO works closely with the school administration to meet these goals. **PTO meets the first Wednesday of each month at 3:15 pm at the school. If you are interested in joining the PTO, please come to a meeting.**

School Spirit Day

Each Friday all staff and students are encouraged to wear red and black or school-related apparel. Show your school spirit and be a part of the red and black club!

Student Fees

Computers: Any damage, excess wear and tear, or loss of a computer will result in the replacement of the device.

Text Books: Any damage, excess wear and tear, or loss of a textbook will result in a fine.

Physical Education

All students participating in physical education classes must wear non-marking gym shoes, to be worn only during indoor fitness activities.

Withdrawal from School

Students must give a written note from their parents/guardians to the office with the expected withdrawal date. If a student is leaving near the end of a grading period, the principal’s office must be contacted at least two weeks in advance so consideration for testing arrangements can be made.

SCHOOL DAYS

Before and After School

Under adult supervision, students may remain at school to do school work, participate in school activities, or for disciplinary reasons. There is no adult supervision on the playground before or after normal school hours.

Breakfast and Lunch

The Northport School District's hot lunch program in conjunction with the state and national lunch program is a non-profit co-operation, therefore, no breakfasts and/or lunches are to be served on credit for either students or adults.

Free and Reduced Meal Recipients:

Free or reduced price lunches are offered through this district to individuals who qualify for this program. Eligibility and application forms will be sent to all families in September and are available in the office if your income status changes.

Cafeteria:

The school cafeteria is maintained as a vital part of the health program at the school. To encourage good nutrition, a well-balanced breakfast and lunch are offered at a reasonable price.

The lunchroom management and fellow students appreciate your cooperation in:

- Depositing all lunch litter in wastebaskets.
- Returning all trays and utensils to the dishwashing area.
- Leaving the table and floor around your place in a clean condition for others.

A lunch card is issued to each student. Families are encouraged to pay in advance (weekly/monthly).

During the 2022-2023 school year, ALL STUDENTS WILL EAT 1 BREAKFAST AND 1 LUNCH FREE on a daily basis.

Meal Prices:

Meal	Grade	Price
Breakfast	Adults	\$2.60
	Extra milk	\$0.50
Lunch	Adults	\$4.00
	Milk	\$0.50
Student Lunch Time	Grade	Time
	K	11:00
	1	11:00
	2-3	11:20
	4-5	11:40

Field Trips

Educational field trips may be taken during the school year under the teacher's direction.

Notification will be sent home with the children several days before the field trip describing the details of the trip. Walking field trips within the area of the school and or community may also occur. Parents/guardians will be given prior notification of school walks.

If your student would receive medication at the time of the field trip, arrangements will be made for it to be given during the field trip. Other medications given as an on needed basis will also be available should they be needed.

Parents/guardians may be asked to assist with these field trips.

Playground Regulations

Areas of Play:

Kindergarten through third grade may use the area from the tennis courts, including the area outside their classrooms to the slide area.

Fourth and fifth grade may use the area outside their room from the slide to the end of the swing set. Fourth and fifth graders may use the basketball court and the monkey bars when the Middle School students are not on the playground.

Building Passes:

- **All K-8th grade** students wishing to enter the school building during recess must obtain a pass from the playground personnel.
- No more than one student per gender will be allowed to use the bathroom at a time.
- The 2nd, 4th, 5th grade classrooms and the solution room are to be used for bathroom purposes.

HEALTH, SAFETY AND SECURITY

Accidents

Accident Insurance:

The Northport School District **does NOT** have accident insurance for students. We DO have forms available in the office for families to purchase their own insurance for a very reasonable rate. If a student is injured at school or during a school related function, it is the family's responsibility to pay medical costs unless the school is negligent. In order to determine negligence, our insurance company must conduct an investigation.

Injury at School:

In case of an injury at school emergency first aid will be administered and parents/guardians will be notified immediately. If the school is unable to contact a parent/guardian, emergency numbers that are provided by parents/guardians will be used. It is important that emergency contact numbers are current.

Contacting School Personnel

We encourage you to contact us when you have questions. The Office is open from 8:00 am – 4:00 pm, Monday through Friday (732-4430).

Please contact:

- Secretaries to arrange conferences with the Principal or the Guidance Counselor, or regarding school fees, insurance, and general information.
- Athletic director regarding sport schedules, eligibility and athletic fees.
- Principal regarding attendance, discipline, student affairs and overall school operations.
- Teachers regarding specific classroom questions and grades. Note: Teachers have one daily planning period and will usually return your call during this time or at the end of the school day.

Contacting Students

If you must contact your students during the school day, please call the office at 732-4430. **Students are not allowed to use their cell phones during instructional time.** We will deliver an emergency message to your student in a manner that does not interrupt class activities. Other messages will be delivered to students in a timely manner, generally at the end of class or during non-academic times like lunch or during breaks.

Drills and Emergencies

Emergency drills, at regular intervals, are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders and clears the building or locks down as quickly as possible. The teacher in each classroom will give the students specific instructions.

Drill Practices and What to do During a School Emergency:

The district has a comprehensive safe school plan. In order for our emergency response plans to be effective, we must depend on the cooperation and assistance of many people, such as the police and fire departments. We also depend upon the parents of our students to support our disaster response efforts. Your cooperation is vital to helping us protect the safety and welfare of all children and school employees.

Parents:

We ask parents to observe the following procedures during a crisis situation:

- Wait to hear from the school. We understand and respect your concern for your child but it is essential that the telephone system be available for emergency communications.
- Your student will contact you. As soon as we have information we will use the "All Call" system to allow students to either phone or text you.
- Coming to the school could endanger you, your student, or staff members. You will get a call, text and/or an e-mail giving you information and possible instructions.

Tune your radio to the local radio station for emergency announcements and status reports. You will also receive instructions on where you should go and how/when you may be able to pick up your child.

Emergency Procedures

If it is determined that the safety and health of students and staff are in jeopardy, an announcement will be made to alert the staff of potential danger and the emergency system will be activated. Drills simulate the emergency system so all staff and students know what to do if a real emergency should take place.

Family Emergency Information:

Emergency and crisis situations can happen at any time so it is **very important** for you to keep your family contact information current. Notify the school every time there is a change.

Included in this information should be an up-to-date list of which friends and family members are authorized to pick up your student, with their current contact information. In an emergency evacuation, students will **only** be released to individuals on the authorized pickup list.

Illness

Students who become ill, or have symptoms of illness (vomiting, diarrhea, abnormal temperature of 100.4 degree Fahrenheit or above) at school will be sent home after parents/guardians have been contacted.

Students who have been ill should stay home until symptoms of illness, fever, vomiting, diarrhea, etc. are gone for 24 hours without the use of symptom relieving medicines.

COVID-19

What to do if someone develops signs of Covid-19

If a student or staff member develops signs of COVID-19 at school/during the school day, we will separate the person away from others, with supervision at a distance of six feet, until the sick person can leave. While waiting to leave school, the individual with symptoms should wear a cloth face covering or mask if tolerated. The room will be aired out, and then cleaned and disinfected after they leave.

If a student or staff member develops signs of COVID-19, they should isolate at home and test for Covid-19. If symptoms are not consistent with a diagnosed chronic illness OR they do not receive an alternative named diagnosis from a health care provider, OR they do not get tested, **OR they test POSITIVE** for Covid-19 they can return to school, child care, and activities after 5 days have passed since the symptoms first appeared IF:

1. No fever within the past 24 hours (without medication) AND
2. Symptoms have significantly improved.

Additionally, individuals should wear a mask when around others days 6-10.

If they test NEGATIVE for Covid-19 they may return to school, child care, and activities if:

1. No fever within the past 24 hours (without medication) AND
2. Symptoms have significantly improved. If symptoms persist, retest every 24-48 hours through at least 5 days after symptoms started.

If a student, family member, or staff member has been exposed to COVID-19, the local health jurisdiction recommends the following REGARDLESS of vaccination status:

1. Continue to attend school, child care, and activities.
2. Monitor for symptoms for 10 days after exposure.
3. Should test as soon as possible after exposure.
4. Should wear a well-fitting mask for 10 days after exposure.

The school has a COVID-19 tester for our students if needed. If your child needs to be tested, please contact the school (732-4430) and speak with the secretary to arrange for a time to be tested.

Immunization

Washington State Law (WAC 246-105-030) requires a child to be vaccinated against, or show proof of acquired immunity for, the following vaccine-preventable diseases before attending school or a child care center; measles, mumps, rubella, poliomyelitis, diphtheria, pertussis, tetanus, chicken pox, hepatitis B, influenza type B disease and Pneumococcal disease, by immunization prior to enrollment. Contact the school for the specific requirements. Waivers may be granted for medical or religious reasons.

Medication at School

The responsibility for prescription, possession, and administration of a student's medicine lies with the parent/guardian and the physician. However, the district also recognizes that certain situations may occur in which it is necessary for medicines to be administered to a student during the regular school day in such cases the following procedures will be followed:

Written Approvals

- Short-term medication prescription and nonprescription, two weeks or less requires the parent's/guardian's written permission

Long Term Medication (Longer Than Two Weeks)

- Prescription and non-prescription require both the parent's/guardians and the doctor's written permission

Safeguards for Storage of Medication

- All medicines brought to school will be stored securely. The school nurse or principal or his/her designee will accept and store medicine.
- The medication must be brought to school in a container with a pharmaceutical label which must state the student's name, medication, dosage and manner of administration. (All information on the doctor's note, medication bottle, and parent's note must match).
- All over-the-counter medications must be brought to school in the original packaging with a pharmaceutical label and must state the student's name, medication, dosage and manner of administration. (All information on the doctor's note, medication bottle, and parent's note must match).

Condition of Administration of Medication

- All medication must be administered by a trained staff member.
- With authorization of a student’s physician, a parent/guardian may submit a written request to allow the student to manage his/her diabetes, asthma or anaphylaxis condition while at school or during a school-related activity.
- A medical management plan consisting of multiple components is required. Contact the school nurse for details.
- Only the amount of medicine prescribed by the physician will be dispensed at any one time.

School Nurse

Northport School District has a School Nurse (Michelle Wasco) that comes to the district twice a week. Please call the school office for further information. (732-4430)

POLICIES AND LAWS **(Pertaining to This Handbook)**

ADDITIONAL LAWS

- **Alcohol possession** or consumption, under 21 years old, is unlawful. Schools are drug-free zones!
- **Controlled drug possession** is unlawful except when given by valid prescription. (RCW 69.50.401D) Schools are drug-free zones!
- **Controlled (prescription) drug** possession is unlawful unless still in the original container. (RCW 69.50.309) Schools are drug-free zones!
- **Equity and Civil Rights:** Ensures that each student has equal access to public education without discrimination and raises awareness of rights and responsibilities under civil rights laws.
- **Fireworks possession** is unlawful (RCW 70.77.255, Fireworks defined in RCW 70.77.126)
- **Placing or depositing** on the road glass, garbage or discarded matter is unlawful. (RCW 46.61.645)
- **Cell phone calls or text to harass**, intimidate, torment or embarrass are unlawful. (RCW 9.61.230,240,250)

Disruption of School

Northport School District protects the right of all students to pursue their education in a learning environment free of disruption by his or her peers and others. A student who is willful and purposeful behavior causes, or is likely to cause, a substantial and material disruption or obstruction of any lawful mission, process, or function of the school will be subject to discipline, suspension, or expulsion. (RCW 9.66.010)

Federal and State Programs

Highly Capable Program:

The Highly Capable Program (HCP) can provide instruction, activities and services that accelerate learning, and offer a unique academic challenge for young learners identified as highly capable. To be eligible for identification, students must be enrolled in a school district.

McKinney-Vento Homeless Education Assistance Act:

Ensures immediate enrollment and educational stability for homeless children.

Migrant and Bilingual Education office:

Helps migrant students and youth in our state, meet high academic challenges by overcoming obstacles created by frequent moves, educational disruption, cultural and language differences, and health-related problems.

Title I, Part A:

Serves the unique needs of children — kindergarten to grade 12 — who struggle to learn. Title I programs and services provide customized instruction and curricula that help these students meet academic standards and take an active, engaged interest in what they learn and can do. The purpose of Title II, Part A is to increase the academic achievement of all students by helping schools and districts improve teacher and principal quality and ensure that all teachers are highly qualified.

Gun and Weapon-Free Zone

State law prohibits dangerous weapons and look-alikes on school premises, on school-provided transportation, or at school sponsored events. Students **may not** have guns or knives at school. The possession of dangerous weapons on school property may result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement. (RCW9.41.280, RCW28A.600.420)

Dangerous Weapon Possession and Explosive Devices:

Northport School District has a No Tolerance policy for any kind of weapon or explosive devices on school property, which includes on the school bus and at any school related activity. Students may not possess, bring, or transfer weapons such as (but not limited to): knives, guns, martial arts weapons, or any other weapons, flammables, explosives, and/or any object that poses physical danger to the health and/or safety of students and faculty safety, including all replicas. Consequences for possession of weapons on campus will be determined based on a case-by-case basis. Consequences can range from confiscation of the weapon to Emergency Expulsion.

Confiscated items will only be released to parents. (See RCW 9.41 for clarification). 1ST Offense: Long-term suspension and/or Expulsion/parent and police notification/parent conference and contract required before a student returns to classes.

Student Privacy

Search and Seizure: State Board of Education regulation WAC 180.40.055 provides in part: "Pupils shall have the right to be secure in their persons, papers, and effects against unreasonable searches and seizures."

Use of Tobacco on School Property

Possession or use of illegal drugs, alcohol, or tobacco is strictly forbidden. Any use of tobacco products by staff, students, visitors, and community members is prohibited on school property. Possession or distribution of tobacco products between minors is prohibited. This includes all district buildings, grounds, and district owned vehicles. (RCW 28A.210.310: RCW 70.155.080)

Wellness Policy for Nutrition and Physical Fitness

The Board recognizes that children need healthy foods and to be physically active in order to grow, learn, and thrive. It is also recognized that good health fosters student concentration, cognitive function, and academic achievement. To enhance the well-being of our district's youth, the Board supports increased emphasis on nutrition and physical activity at all grade levels. Thus, the Northport School District is committed to providing school environments that promote and protect children's health and the ability to learn, by supporting healthy eating and physical activity.

Northport School District Discrimination Complaint Procedure Language

Under state law (WAC 392-190-060), school districts and public charter schools must annually inform all students, parents, and employees about the district's or charter school's sexual harassment and discrimination complaint procedures. This notice must be provided in a language that each parent and guardian can understand which may require that the district or charter school translate this information for limited English proficient parents and guardians.

Procedure Language Complaints About Discrimination, Discriminatory Harassment, and Sexual Harassment:

What is discrimination? Discrimination is unfair or unlawful treatment of a person or group because they are part of a defined group, known as a protected class.

Discrimination may include treating a person differently or denying someone access to a program, service, or activity because they are part of a protected class, or failing to accommodate a person's disability.

Northport School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

Don Baribault, dbaribault@northportschools.org, 404 10th Street, Northport, WA 99157, 509-732-4430

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure, contact your school or district office or view it online here:

<https://www.northportschools.org/Page/1>

SEXUAL HARASSMENT

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure, contact your school or district office, or view it online.

How do I file a complaint about discrimination?

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you may wish to discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Compliance Coordinator. This is often the fastest way to resolve your concerns.

Dr. Hunt – drhunt@northportschools.org
(509-732-4430 ext. 127)

Don Baribault - dbaribault@northportschools.org
(509-732-4430 ext. 131)

Discrimination Complaint Procedures

COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint

In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint

In its written response, the district will include a summary of the results of the investigation, a determination of whether or not the district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the district into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.

Appeal to the School District

If you disagree with the school district’s decision, you may appeal to the school district’s board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district’s response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions has occurred: (1) you have completed the district’s complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

Email: Equity@k12.wa.us | **Fax:** 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

For more information, visit our [website](#), or contact OSPI’s Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

Other Discrimination Complaint Options

Office for Civil Rights, U.S. Department of Education

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | [OCR Website](#)

Washington State Human Rights Commission

1-800-233-3247 | TTY: 1-800-300-7525 | [Human Rights Commission Website](#)

Parents/Guardians Right to Know Title I, Part A Programs

The Title I, Part A Program expands the basic educational programs schools and districts offer with services and interventions that support struggling learners. Title I, Part A is one of many programs governed by the Elementary and Secondary Education Act or ESEA.

It is our policy to provide equal opportunity for all students in all aspects of the academic and activities program without regard to race, creed, color, national origin, sex, marital status, handicapping condition, or previous arrest or incarceration (unless a clear and present danger exists). Any concern regarding discrimination should be filed with the Principal by calling or writing as soon as possible. It is our intent to ensure that students who are disabled within

the definitions of Section 504 of the Rehabilitation Act of 1973 are identified, evaluated, and provided with appropriate educational services. Due process rights of students with disabilities and their parents under section 504 will be enforced. Questions or Comments can be directed to the Principal or the Superintendent.

- There are two kinds of programs that schools can fund through Title I, Part A — schoolwide and targeted assistance.
- **Schoolwide** means that all students— based on academic need—are eligible to receive the additional instruction this federal program will fund.
 - **Targeted Assistance** makes it possible to provide the same benefits but only to selected students based on academic need.
 - ESEA directs schools and districts to notify parents about four key requirements of a Title I, Part A program.
 - Professional qualifications of teachers and paraprofessionals who instruct.
 - Individual report card that lets you know how your child is progressing.

Professional Qualifications of Teachers:

Parents of children, who attend schools that receive Title I, Part A funding, have the right to request and receive information about the qualifications of the educators who teach their children core subjects— reading, English language arts and mathematics. The same applies to paraprofessionals who instruct.

At a minimum, the information you receive must explain these 3 essential components of an educator’s qualifications.

- Whether or not the teacher met state qualifications and certification requirements for the grade level and subject(s) he or she is teaching,
- Whether or not the teacher has an emergency or conditional certificate by which state qualifications were waived.
- What undergraduate and graduate degree(s) the teacher holds, including graduate certificates and additional degrees, and major(s) or area(s) of concentration.

Qualifications of Paraeducators Who Instruct:

Districts employ paraprofessionals to provide instructional support— consistent with the instruction provided by the classroom teacher or teachers. In schools that operate a schoolwide program, all paraprofessionals who instruct must have special qualifications.

Paraprofessionals Who Instruct:

In schools that operate a targeted assistance program, the paraprofessionals who instruct students served by the Title I, Part A program must also have earned these same qualifications

- Completed at least two years of study at an institution of higher education, **or**
- Obtained an associate’s or higher degree, **or**
- Meet a high standard of quality either through **a)** the ETS Paraeducator Assessment, or **b)** a Para-Educator apprenticeship program approved by Washington State. ESEA directs schools to send timely notice to parents and guardians IF their child has been assigned to, or taught for more than four consecutive weeks by— a teacher of a core academic subject—who is not highly qualified.

Title I Parent and Family Engagement

The board recognizes that parent and family engagement helps students participating in Title I programs achieve academic standards. To promote parent and family engagement, the board adopts the following policy, which describes how the district will involve parents and family members of Title I students in developing and implementing the district’s Title I programs.

Policy: 4130

Section: 4000 - Community Relations

District-Wide Parent and Family Engagement

The district will do the following to promote parent and family engagement:

- A. The district will involve parents and family members in jointly developing the district's Title I plan.
 - Annually meet with parents to review, edit and change the Title I Parent and Family Engagement Policy.
 - Annually distribute to parents the Title I Parent and Family Engagement Policy.
- B. The district will provide the coordination, technical assistance, and other support necessary to assist and build the capacity of all participating schools within the district in the planning and implementing of effective parent and family involvement activities to improve student academic achievement and school performance.
- C. The district will conduct, with the meaningful involvement of parents and family members, an annual evaluation of the content and effectiveness of this policy in improving the academic quality of all Title I schools. At that meeting, the following will be identified:
 1. Barriers to greater participation by parents in Title I activities;
 2. The needs of parents and family members to assist with the learning of their children, including engaging with school personnel and teachers; and
 3. Strategies to support successful school and family interactions.

The district will use the findings from the annual evaluation to design evidence-based strategies for more effective parental involvement and to revise this policy if necessary.

The district will facilitate removing barriers to parental involvement by doing the following:

- Family events will be held at various times during the school day, after school and or in the evening.
 - Snacks will be offered during parent events.
 - When events are offered in the evening the district may partner with the PTO and/or Booster club for financial help to provide a meal to the families.
- D. The district will involve parents of Title I students in decisions about how the Title I funds reserved for parent and family engagement are spent. The district must use Title I funds reserved for parent and family engagement for at least one of the reasons specified in 20 U.S.C. § 6318(a)(3)(D).
 - E. The district and each of the schools within the district providing Title I services will do the following to support a partnership among schools, parents, and the community to improve student academic achievement:

Title I Parent and Family Engagement Plan

1. Provide assistance to parents of Title I students, as appropriate, in understanding the following topics:
 - a. Washington's challenging academic standards;
 - b. State and local academic assessments, including alternate assessments;
 - c. The requirements of Title I;
 - d. How to monitor their child's progress; and
 - e. How to work with educators to improve the achievement of their children.
2. Provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

- Family events will offer training to parents to teach them best practices to help their student(s) be academically successful and prepare them for college and career.
 - Materials will be provided that can successfully be used at home to reinforce the academic success of students.
 - The district will use Title I informational materials found on the OSPI website.
3. Educate teachers, specialized instructional support personnel, principals, and other school leaders, and other staff with the assistance of parents, in the value and utility of contributions of parents and how to do the following:
 - a. Reach out, communicate with, and work with parents as equal partners;
 - b. Implement and coordinate parent programs; and
 - c. Build ties between parents and the school.
 4. Coordinate and integrate parent and family engagement strategies, to the extent feasible and appropriate, with similar strategies used under other programs, such as:
 - a. Head Start;
 - b. Even Start;
 - c. Learning Assistance Program;
 - d. Special Education; and
 - e. State-operated preschool programs.
 5. Ensure that information related to the school and parent programs, meetings, and other activities, is sent to the parents of participating children. The information will be provided in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand.

The district will provide the information through a variety of ways such as, but not limited to emails, texts, and mailed home.

School-Based Parent and Family Engagement Policies

Each school offering Title I services will have a separate parent and family engagement policy, which will be developed with parents and family members of Title I students. Parents and family members will receive notice of their school's parent and family engagement policy in an understandable and uniform format and, to the extent practicable, in a language the parents can understand.

Each school-based policy will describe how each school will do the following:

- A. Convene an annual meeting at a convenient time, to which all parents of Title I students will be invited and encouraged to attend, to inform parents of their schools' participation under Title I, to explain the requirements of Title I, and to explain the rights that parents have under Title I;
- B. Offer a flexible number of meetings, such as meetings in the morning or evening;
- C. Involve parents, in an organized, ongoing, and timely way in the planning, reviewing, and improving of Title I programs; and
- D. Provide parents of Title I students the following:
 - 1. Timely information about Title I programs;
 - 2. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the achievement levels of the challenging state academic standards; and
 - 3. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any suggestions as soon as practicably possible.

Each school-based policy will include a school-parent compact that outlines how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve state standards. The compact must do the following:

- A. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables Title I students to meet Washington's challenging academic standards and describe the ways in which each parent will be responsible for supporting their children's learning, volunteering in their child's classroom, and participating, as appropriate, in decisions relating to the education of their children, including the positive use of extracurricular time; and
- B. Address the importance of communication between teachers and parents on an ongoing basis through the following:
 - 1. Annual parent-teacher conferences in elementary schools, during which the compact will be discussed as the compact relates to the individual child's achievements;
 - 2. Frequent reports to parents on their children's progress;
 - 3. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities; and
 - 4. Ensuring regular two-way, meaningful communication between family members and school staff, and, to the extent practicable, in a language that family members can understand.

APPENDIX

FAMILY INVOLVEMENT OPPORTUNITIES

Prior to each activity a flier will be sent home to the youngest member in the family. An email will also be sent with times and dates of the activity. If you have any questions please call the principal at 732-4441 ext. 127.

<u>Parental Involvement Activities</u> (not inclusive)
Open House Beginning School BBQ
Freshman Parent Night
Trimester Awards Assembly
Scheduled Student Led Conferences (1 st and 2 nd Trimesters)
Summit Learning Parent Events (Grades 6-12)
Postcard PBIS/Academic (Mailed to Parent of student)
Teacher/Parent/Principal Title I meeting
Veterans' Day Assembly
9-11 Remembrance
HS Grade Level Parent Nights
PTO Book Fair (March)
PTO Monthly Meetings
PTO (Title I Annual Meeting)
K-8 Classroom Events
K-3 Dr. Seuss Literature Event
All Parents Book Study
Pr-K-3 Literature Event
Parent Homework Help
Math Night

Nutrition, Health, and Physical Education

The board recognizes that a healthy school environment prepares students for college, careers, and successful futures. Students who eat well-balanced meals and engage in regular exercise are more likely to learn in the classroom. The board supports the district's increased emphasis on nutrition, health, physical education, and physical activity at all grade levels to enhance the well-being of the District's students. Therefore, it is the policy of the Board of Directors to provide students with access to nutritious food, emphasize health education and physical education, and provide students with opportunities for physical activity. The board recognizes the benefits of scheduling at least 20 minutes of seat time for lunch for every student and scheduling recess before lunch for elementary students. Therefore, to the extent appropriate and feasible, the Superintendent will strive to identify and remove barriers to these practices and periodically report back to the board.

Wellness Policy

The district, through a wellness committee, will develop and implement a comprehensive wellness policy in compliance with state and federal requirements for districts participating in the National School Lunch Program, the School Breakfast Program, and the United States Department of Agriculture (USDA) Smart Snacks in School nutrition standards.

Nutrition and Food Services Program

The Board of Directors supports the philosophy of the National School Lunch and School Breakfast Program and will provide wholesome and nutritious meals for children in the District's schools. The Board authorizes the Superintendent to administer the food services program, provided that any decision to enter into a contract with a food service management company will require the approval of the Board. Expenditures for food supplies shall not exceed the estimated revenues.

The Superintendent is responsible for:

- Annually distributing meal applications and determining eligibility for school meals;
- Protecting the identity of students eligible for free and reduced-price meals;
- Ensuring meals meet USDA meal pattern requirements;
- Ensuring meal periods are in compliance with USDA regulations;
- Establishing a Food Safety Plan;
- Determining meal prices and submitting them to the board for approval annually;
- Using the full entitlement of USDA Foods;
- Maintaining a nonprofit school food service account;
- Ensuring all revenues are used solely for the school meal program;
- Establishing a meal charge policy;
- Accommodating children with special dietary needs;
- Ensuring compliance with USDA nondiscrimination policies;
- Following proper procurement procedures; and
- Ensuring compliance with the Smart Snacks in School standards.

Health and Physical Education Program

The District's K-12 health and physical education programs will be aligned with the Washington State Health and Physical Education K-12 Learning Standards and will include, but not be limited to, the development of knowledge

and skills to be physically active, eat nutritiously, access reliable health information and services, communicate effectively, and set health-enhancing goals.

6700 Management Support

Nutrition, Health, and Physical Education

The District will ensure that the following requirements are met:

- All students in grades one through eight receive an average of **one hundred instructional minutes per week** of physical education per year.
- Any student who is excused from participation on account of physical disability, employment, religious belief, participation in directed athletics or military science and tactics, or for other good cause will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement, in accordance with District policy.
- All students have equal and equitable opportunities for health and physical education.
- All students, from kindergarten through grade 12, will participate in a quality, standards-based health and physical education program.
- OSPI developed assessments or other strategies will be used in health and physical education, formerly known as classroom-based assessments (CBAs).

Additionally, school districts must conduct an annual review of their PE programs. The review must consist of numerous provisions, including:

- The number of individual students completing a PE class during the school year;
- The average number of minutes per week of PE received by students in grades 1 through 8, expressed in appropriate reporting ranges;
- The number of students granted waivers (excused from participation) from PE requirements;
- An indication of whether all PE classes are taught by instructors who possess a valid health and fitness endorsement;
- The PE class sizes, expressed in appropriate reporting ranges;
- An indication of whether, as a matter of policy or procedure, the district routinely modifies and adapts its PE curriculum for students with disabilities; and
- An indication of whether the district routinely excludes students from PE classes for disciplinary reasons.

As a best practice and subject to available funding, the district will strive to ensure:

- Students will be moderately to vigorously active for at least 50% of class time during most or all physical education class sessions.
- All schools will have certificated physical education teachers providing instruction.
- All schools will have appropriate class sizes, facilities, equipment, and supplies needed to deliver quality health and physical education consistent with state standards.
- All physical education teachers will be encouraged to participate in professional development in physical education at least once a year.

Physical Activity

Physical education class is not to be used or withheld as punishment for any reason. All schools, as a best practice and subject to available funding, will participate in a multi-component approach by which schools use all opportunities for students to be physically active, such as the Comprehensive School Physical Activity Program (CSPAP) recommended by the Centers for Disease Control and Prevention, and will provide the following:

Nutrition, Health, and Physical Education

- Quality physical education;
- Physical activity during the school day (brain boosters/energizers);
- Physical activity before and after school;
- Recess (which will not be used or withheld as punishment for any reason);
- Family and community engagement;
- Staff wellness and health promotion;
- Active transportation; and
- School district facilities.

Highly Capable Nomination Procedures

Nominations for the Highly Capable Program are based on three criterion:

- Fall- Assessment scores (MAPs, AimsWeb, SBA and classroom assessments) are analyzed.
- Teachers and Paraeducators identify highly capable characteristics the student emulates.
- Teachers recommend students based on classroom evidence.

Once students are identified:

- A letter is sent home notifying parents that their child was nominated for the highly capable program.
- Parents sign a permission form giving their consent to complete further testing.
- Parents complete a nomination form to acquire their perspective of the characteristic traits their child may portray at home.

Parents and/or teachers can nominate a student for the Highly Capable program:

- Highly Capable nomination form is in the handbook.

Timeline for identification of Highly Capable students:

- October-Students are identified and letters are sent home.
- November-Students are further assessed.
- December-Teachers are notified which students met the highly capable criteria and make appropriate classroom accommodations.
- Parents are notified that their students have been identified as a highly capable student and notified what classroom accommodations will be made.

K-5 – Differentiated lessons to meet the individual needs of the gifted student(s) within the classroom.

- Provide alternative challenging activities.
- Provide multiple topics on concepts.
- Give students choices.
- Be the facilitator.
- Help set realistic goals.
- Use Bloom’s Taxonomy to help promote higher level thinking.

Adopted 12-6-16, 8-22-19

Revised 8-21-17, 8-15-19

**Policy 3245
Students**

STUDENTS AND TELECOMMUNICATION DEVICES

While on school property or while attending school-sponsored or school-related activities students may possess and use personal telecommunication devices including but not limited to pagers, beepers and cellular phones provided

that such devices do not pose a threat to academic integrity, disrupt the learning environment or violate the privacy rights of others.

Students in possession of telecommunications devices and other related electronic devices shall observe the following conditions:

- Devices shall not be used in a manner that disrupts the educational process, including, but not limited to, posing a threat to academic integrity or violating confidentiality or privacy rights of another individual.
- Telecommunication devices shall be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to do otherwise.
- Students who violate this policy will be subject to disciplinary action, including losing the privilege of bringing the device onto school property. In addition, an administrator may confiscate the device, which shall only be returned to the student's parent/guardian.
- Students are responsible for devices they bring to school. The District shall not be responsible for loss, theft or destruction of devices brought onto school property.
- Students shall comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices.

Management Resources: *Policy News*, February 2004 Evolution of Cell Phone Use

TRUANCY INFORMATIONAL LETTER

Northport School District

Dear Parent/Guardian,

This year, Northport School District is making a special effort to ensure that all students fully benefit from their education by attending school regularly. Attending school regularly helps children feel better about school—and themselves. Your student can start building this habit in preschool so they learn right away that going to school on time, every day is important. Consistent attendance will help children do well in high school, college, and at work.

DID YOU KNOW?

- Starting in kindergarten, too many absences (excused and unexcused) can cause children to fall behind in school.
- Missing 10 percent (or about 18 days) increases the chance that your student will not read or master math at the same level as their peers.
- Students can still fall behind if they miss just a day or two days every few weeks.
- Being late to school may lead to poor attendance.
- Absences can affect the whole classroom if the teacher has to slow down learning to help children catch up.
- By 6th grade, absenteeism is one of three signs that a student may drop out of high school.
- By being present at school, your child learns valuable social skills and has the opportunity to develop meaningful relationships with other students and school staff.
- Absences can be a sign that a student is losing interest in school, struggling with school work, dealing with a bully or facing some other potentially serious difficulty.
- By 9th grade, regular and high attendance is a better predictor of graduation rates than 8th grade test scores.

WHAT WE NEED FROM YOU

We miss your students when they are gone and we value their contributions to our school. We would like you to help ensure that your student attends regularly and is successful in school. If your student is going to be absent, please contact the district secretary at 732-4430.

OUR PROMISE TO YOU

We know that there are a wide variety of reasons that students are absent from school, from health concerns to transportation challenges. There are many people in our building prepared to help you if you or your student face challenges in getting to school regularly or on time. Please contact the school principal or the superintendent if you need any assistance getting to school (732-4251). We promise to track attendance daily, to notice when your student is missing from class, communicate with you to understand why they were absent, and to identify barriers and supports available to overcome challenges you may face in helping your student attend school.

SCHOOL POLICIES AND STATE LAWS

It is important that you understand our school policies and procedures, as well as Washington State Law, to ensure your child is successful in school. State law for mandatory attendance, called the Becca Bill, requires children from age 8 to 17 to attend a public school, private school, or a district-approved home school program. Children that are 6- or 7-years-old are not required to be enrolled in school.

However, if parents enroll their 6- or 7-year-old, the student must attend full-time. Youth who are 16 or older may be excused from attending public school if they meet certain requirements.

<http://apps.leg.wa.gov/rcw/default.aspx?cite=28A.225>

We, the school, are required to take daily attendance and notify you when your student has an unexcused absence. If your student has two unexcused absences in one month, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance.

The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

In elementary school after five excused absences in any month, or ten or more excused absences in the school year, the school district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made plans so your student does not fall behind academically. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene.

If your student has seven unexcused absences in any month or ten unexcused absences within the school year, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court.

At Northport School District, we have established the following rules on attendance that will help you ensure your student is attending regularly.

Unexcused Absences:

Includes absences and tardiness for which no valid excuse note is provided to the school. This type of absence is also defined as **truancy** or an unexcused absence. Assignments and/or activities not completed because of such absence or tardiness cannot be made up by the student. Students who continue to be truant may be referred to the Stevens County Prosecuting Attorney for legal action under Becca Bill (RCW 28A.225.010).

The school will notify a student's parent/guardian in writing or by telephone whenever the student has failed to attend school.

The following procedure will be followed for unexcused absences within any month during the current school year.

Excused Absences:

- Personal illness
- Family emergencies (funeral, death, hospitalization etc.)
- School sponsored activities
- Appearances in court when required by law
- Disciplinary action (suspension)
- Absences pre-arranged by parents with notice to school one or more days in advance.
- Students returning to school following any absences (except school activity) must present a written or verbal excuse by parent/guardian to the office **within 2 days (48 Hours) or they will automatically become unexcused.**

WHAT YOU CAN DO:

- Set a regular bedtime and morning routine.
- Prepare for school the night before, finishing homework and getting a good night's sleep.
- Find out what day school starts and make sure your child has the required immunizations.
- Don't let your student stay home unless they are truly sick. Keep in mind complaints of a stomach ache or headache can be a sign of anxiety and not a reason to stay home.

- Avoid appointments and extended trips when school is in session.
- Develop back-up plans for getting to school if something comes up. Call on a family member, a neighbor, or another parent.
- Keep track of your student’s attendance. Missing more than 9 days could put your student at risk of falling behind.
- Talk to your student about the importance of attendance.
- Talk to your students’ teachers if you notice sudden changes in behavior. These could be tied to something going on at school.
- Encourage meaningful afterschool activities, including sports and clubs.

These procedures will be followed for unexcused absences within any month during the current school year.

Beginning of the school year	Information letter to all students and parents of students that includes the benefits of regular school attendance; the potential effects of excessive absenteeism, whether excused or unexcused, on academic achievement, and graduation and dropout rates; the school’s expectations of the parents and guardians to ensure regular school attendance by the child; the resources available to assist the child and the parents and guardians; the role and responsibilities of the school; and the consequences of truancy, including the compulsory education requirements under this chapter in the language in which the parents are fluent. (RCW 38A.225.005)
After 1 st unexcused absence: Notify/inform parent.	Parent/Guardians will be notified of the potential consequences of absenteeism. Notification can occur by phone or email. Notification by phone will continue for every absence.
After 3 rd unexcused absence in a month: conference and WARNS assessment will be given.	First Truancy letter will be mailed home. Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student’s regular attendance, and the supports and resources that may be made available to the family, and the steps to be taken so the student is able to eliminate or reduce their absenteeism. (RCW 28A.225.020)
Between 5 unexcused absences in a school year	Must apply WARNS (The <i>Washington Assessment of the Risks and Needs of Students</i> is a brief (53 to 74 items) designed to allow schools to assess individual risks and needs that may lead to truancy and/or school failure, and to target interventions accordingly) or other assessment. (RCW 28A.225.020) Take data-informed steps to eliminate or reduce student’s absences, consistent with the WARNS or other assessment results. RCW 28A.225.020 (1)(c)(iv)225c)(ii). Convene the IEP or 504 team , if the student has an IEP or a 504 plan to consider the reasons for the absences and adjust the IEP or 504 plan as necessary. This is required and is in addition to the requirement to have a parent conference after 3 unexcused absences. (RCW 28A.28A. Amend the plan with the student and parent.
Not Later than the 5 th unexcused absence in a month or 10 in a year: Truancy Board	District shall: <ul style="list-style-type: none"> • Enter into an agreement with the student and parent establishing attendance requirements, OR • Refer parent and child to a community truancy board (CTB) or other coordinated means of intervention. • File and stay petition under subsection (1) of RCW 28A.225.030) • Truancy Board
Not later than 7 unexcused absences in a month, or 10 unexcused cumulative absences in a school year.	File truancy petition with the Office of Juvenile Court. Continue to take steps with student and/or family, which may include revisiting agreements/attendance contracts. (RCW 28A.225.030)

TITLE I INFORMATIONAL LETTER

Northport School District qualifies to receive Title I funds from the federal government. All schools in our district (Elementary, Middle and High) qualify as a “Schoolwide” Title I School. The primary goal is to ensure that all students,

particularly those who are low-achieving, are learning and demonstrate proficient and advanced levels of achievement on State Academic Standards.

As a parent of a child in a Title I School you have the right to participate in the decision making process. In May you will be invited to participate on the School Leadership Team, as well as work with the school staff to make decisions regarding the States Improvement Plan and Parent Involvement Policy. Northport Schools' success is largely attributed to the support we have received from parents and families. We are looking forward to working with you to best serve your child's needs this school year.

We are looking forward to a year of educational success and continuous improvement for all of our students. Please continue to work with us to make sure that we achieve success for each student.

If you have any questions please feel free to call or email and please leave a message.

SCHOOL PROCEDURES

These procedures are written in student language, to understand their expectations and what to do. They are for you to understand the expectations of the students and for you to teach these procedures to the students. If at any time you see a student not following the procedures please reteach the correct behavioral expectations.

BUS LINE PROCEDURES

Behavioral Expectations:

Respect Self & Others:

Use polite language and respectful tone of voice/

Treat everyone with kindness and respect.

Respect all property by keeping your hands, feet and objects to yourself.

Overcome Problems: If you see another student not following the rules, ask them to please stop or try the “Second Step” strategy; if need to, ask an adult for help.

Take responsibility for your actions.

Act Safely:

Keep hands, feet, and objects to yourself.

Walk directly to your bus, if the bus driver is not on the bus, stand in a single file behind the yellow line in front of the bus door and remain in that spot.

Once on the bus, stay seated, then follow the bus rules and the directions of the bus driver or bus driver substitute.

Be Responsible:

Have bags packed, zipped, and on your back at all times in the bus line.

Keep your hands, feet, and objects to yourself.

Use polite language and respectful tone of voice.

Follow school rules even when an adult is not visible.

CAFETERIA PROCEDURES**Behavioral Expectations K-5:****Respect Self & Others**

- Walk quietly into the cafeteria.
- Listen to all cafeteria staff.
- Use good manners: say please and thank you, chew with your mouth closed, and eat the food from your tray.
- Use indoor voices.

Overcome Problems

- If you see another student not following the rules, ask them to please stop or try the “Second Step” strategy; if needed, ask an adult for help.
- Take responsibility for your actions.
- If you see a mess, help to clean it up or report it to an adult

Act Safely

- Walk at all times.
- Keep your hands to yourself.
- Hold the tray with both hands.
- Use the tray and utensils appropriately.

Be Responsible

- Leave toys, school supplies and other non-essential items in your classroom or at home.
- Sit at your assigned table
- Raise your hand to leave the table for any reason
- When you are finished eating, raise your hand to be dismissed by an adult
- Clean your area and make sure your tray is cleared and stacked properly.
- All food and drink stay in the cafeteria.
- When dismissed, go directly outside and walk to the playground.

INDOOR RECESS PROCEDURES

Behavioral Expectations K-5

Respect Self and Others

Keep hands, feet, and objects to yourself.

Use polite language and respectful tone of voice.

Treat others the way you want to be treated.

Follow the rules of the game or activity.

Respond to adult directions politely, quietly, and the first time.

Overcome Problems

Settle problems by using Second Step strategies, and refer to the game rules regarding disputes.

Follow the school rules even when an adult is not visible.

Act Safely

Walk to the classroom or designated recess area when dismissed by an adult.

Stay in your own classroom or designated recess area unless given permission to leave by the supervisor on duty.

Use surrounding or classroom materials safely.

Be Responsible

Clean up the area and the materials when recess is over.

If you see another student not following the rules, ask them to stop or try a Second Step strategy; if needed, ask an adult.

Share games and materials.

Leave toys and school supplies, and other nonessential items in your classroom or at home.

If you need to use the bathroom, get a pass from an adult.

Take responsibility for your actions.

Outdoor Recess

Behavioral Expectations

Respect Self & Others

Keep your hands, feet, and objects to self.

Use polite language and respectful tone of voice.

Treat others the way you want to be treated.

Follow the rules of the game or activity.

Respond to adult directions politely, quietly and the first time.

Overcome Problems

Settle problems by using Second Step strategies, and refer to game rules regarding disputes.

Follow the school rules even when an adult is not visible.

Act Safely

Walk in the lunchroom and the hallway to the playground.

Walk on the sidewalk.

Stay within the playground boundaries.

Use equipment safely and follow the game rules.

Keep your head above your feet at all times.

Be Responsible

Line up when your class is called

Walk to the designated area to line-up.

If you see another student not following rules, ask them to stop; try a Second Step strategy; get an adult for help.

Leave toys and school supplies, and other nonessential items in your classroom or at home.

If you need to use the bathroom, get a pass from an adult.

Take responsibility for your actions.

The Northport School District Highly Capable Program is designed to meet the academic needs of our students in grades K-12 who fall generally in the top percentiles for cognitive aptitude.

Northport School District Nomination Form

This form may be used by parents, teachers, staff and students to nominate a potential candidate for testing and potential acceptance in the Northport School District Highly Capable Program.

Completed forms are to be turned in to your student's teacher or the high school office by November 10, 2022.

Date of nomination _____ Teacher's name _____

Student's name _____ Grade _____ Age _____

Date of birth _____ Current school _____

Parent's name (s) _____

Home phone _____ Work phone _____ Cell phone _____

Home address _____

Name of person completing this form _____

Relationship to student _____

Email Address _____

Please check all that apply to this student: Please note that these characteristics simply help us to know a little bit about the nominee. They will be looked at to see traits your child may portray in the home setting. Every student will exhibit a different set of strengths.

<input type="checkbox"/> Wants to know "how" and "why"	<input type="checkbox"/> Thinks differently than peers
<input type="checkbox"/> Is creative and/or artistic	<input type="checkbox"/> Finds unique solutions to problems
<input type="checkbox"/> Uses high-level vocabulary	<input type="checkbox"/> Enjoys learning new things
<input type="checkbox"/> Prefers to find new ways to solve problems	<input type="checkbox"/> Has a good imagination
<input type="checkbox"/> Is easily able to understand new ideas	<input type="checkbox"/> Has a high level of curiosity
<input type="checkbox"/> Likes complex questions and ideas	<input type="checkbox"/> Seeks fairness
<input type="checkbox"/> Passionate about learning	<input type="checkbox"/> Needs minimal direction
<input type="checkbox"/> Is very excited about ideas/learning	<input type="checkbox"/> Works hard to please others
<input type="checkbox"/> Well developed sense of humor	<input type="checkbox"/> Is self-directed, follows through
<input type="checkbox"/> Wants to build and maintain strong relationships/friendships	
<input type="checkbox"/> Has difficulty finishing projects due to the need of perfection	
<input type="checkbox"/> Is keenly observant of the world around him/herself	

Wants to do things right-Can be hard on him/herself for not being perfect

Please list any additional comments regarding why this student should be considered for further testing and potential entry into the Highly Capable Program.

For Official Use Only

Scores		Date	
Scores		Date	Person Completing Testing
Teacher Recommendations Reviewed		Date	Committee Reviewed
			Date
Recommend Placement in Highly Capable Program		<input type="checkbox"/> Yes	<input type="checkbox"/> No
			Date

Northport School District Check-out Electronic Equipment Agreement

2022-2023 school year

I, _____ will be held responsible for any loss or damage to the Northport School Chromebook laptop & cord that I am taking home for school work. I will reimburse the school district the amount of \$279.75 (the unit/replacement price) if anything happens to it. I also agree that I will only do school work on it and will not let anyone else use it.

By signing below I agree to these terms.

Student Signature

Date

Parent/Guardian Signature

Date

Chromebook #: _____ **& Cord #** _____

Northport School District
Parent-Student Handbook 2022-2023

Acknowledgement of Review of the Parent-Student Handbook

Your student has reviewed the Parent-Student Handbook in class. Please take the time and have your student review the handbook with you. The handbook is an important part of daily student life and it supports a safe and secure learning environment. It is central to your student’s success in school. There will be periodic reviews of important sections of this handbook throughout the school year.

Please read and discuss with your child the information under the topic of Bully, Harassment, and or Intimidation, cell phone and computer use during the school day. Please take the time to read the discipline procedures. It is important that you have repeated critical conversations with your child about their use of personal technology. Talk to them about the risks of inappropriate use when it comes to sexting and cyberbullying, including breaking the law.

It is essential that students have time and a quiet place to complete required homework. It is important that the school staff and parents work together to assure that all students meet the high expectations for behavior established in this handbook. The guidelines and procedures in the handbook enable students to succeed in school and the community. Your support is vital in this process.

After you have reviewed the Parent-Student Handbook with your child, please sign and return this form to the school.

I understand that the handbook and the topics it references apply to all students at all times, on all district property, including inside school buildings and on school grounds; in all school vehicles including student vehicles that are on the district property; and at all school related activities, including but not limited to, student extracurricular events whether such activities are held on school property or off school property, including private businesses or commercial establishments.

Honor Code System

The Honor Code System is designed to track behavior violations of all K-12 students whether or not the student participates in extracurricular sports and/or activities. A teacher will reteach classroom expectations and provide further instruction to a student who is off-task or non-compliant. If that behavior persists, or other inappropriate behavior occurs, the teacher will document the infraction with a blue, yellow or red slip.

The Honor Code System is designed for recovery. Students earn privileges back after 5 days if no other infractions occurred during the duration of the 5 days. During the five days if a student receives another blue, yellow or red slip loss of privileges will be extended another 5 days.

ACTIVE INFRACTIONS

Honor Level 1	BLUE	YELLOW (5 days loss of privileges)	RED (5 days loss of privileges)
	Blue Slip	Yellow Slip	Red Slip
No Infractions!!!!	Blue Slip, Minor Violations and Corrective Actions. 15 minute lunch detention.	Yellow Slip, Moderate Violation and Corrective Actions, 5 Days of Loss of Privileges, ineligible to attend one game per week, and one other extra-curricular competitions/activities (if participating in a sport, or other extra-curricular activity may go to practices). Unable to attend dances.	Red Slip, Severe Violation and Corrective Actions, 5 Days of Loss of Privileges. Ineligible for All Extracurricular Activities (Dances, Assemblies, Field Trips, Games, Practices, ASB Events, Club Participation, etc.)

Signature Page

I understand that the Honor Code System applies to all students at all times, and at all school related activities, including but not limited to, student extracurricular events whether such activities are held on school property or at locations off school property, including private businesses or commercial establishments. I further understand that my participation in extra/co-curricular activities at school is linked to my behavior and citizenship.

Student Name _____ Student Signature _____

Parent Name _____ Parent Signature _____

I also understand that students are not allowed to use their cell phones during instructional time. If I need to get in touch with my student I will call the School Secretary (732-4430).

Student's Name (Print) _____ Parent's Name (Print) _____

Student's Signature _____ Parent Signature _____

Date Signed _____ Date Signature _____

Please return the signature page to the school:

- K-5 please return the signature page to your teacher.