

2023-24 Parent/Student Handbook



Grades K-8

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

Table of Contents 2023-2024

Table of Contents 2023-2024	2
ADMINISTRATIONS' WELCOME LETTER	7
2023-24 BELL SCHEDULE	9
Staff and Contact Information	10
ACADEMICS	12
Academic Awards	12
Academic Integrity	12
Homework and Study Habits	12
Highly Capable/Intervention	12
Grading Procedures	12
K-5 Academic and PE Grading Scale	12
Middle School Grading Procedures	13
Progress Reports and Report Cards	13
Additional Requirements for 7/8th graders	13
Culminating 8th grade Project	13
High School and Beyond Plan	13
Parent/Teacher/Student Conferences	13
Parties and Treats	14
Personal Properties	14
Closed Campus	14
Classroom Visitations	14
Building Entry	14
Assessments	14
AIMSweb Progress Monitoring	14
AIMSweb Shaywitz Dyslexia Indicator	14
Course Assessments	15
NWEA MAP (Measures of Academic Progress)	15
Washington State Assessments	15
Student Sign-in/Check-out	15
Admit Slips	15
Written Note	16
Physical Education Excuses	16
Becca Bill	16
Excused Absences	16
Medical/Extended Absences	16
Planned Absences	16
School-Related Absences	16
Unexcused Absences	17
Tardiness	18
CONDUCT AND BEHAVIOR	18
Attire and Appearance	19
Conduct Standards	20

Minimum Standards of Conduct:.....	20
Rules Governing Student Conduct:.....	21
Discipline Categories.....	21
Classroom Exclusion:.....	21
Think Time:.....	21
Time Out:.....	21
Lunch Detention:.....	22
After School Detention:.....	22
Suspension:.....	22
• In-School Suspension (ISS):.....	22
• Short-Term Suspension (SS):.....	22
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).....	22
o The principal or designee must provide the student an opportunity for the student to contact the student's parents.....	22
• Long-Term Suspension (LS):.....	22
Emergency circumstances:.....	22
Expulsion:.....	22
Due Process Procedures.....	23
Rules Governing Student Conduct.....	23
Honor Code System.....	24
Active Infractions:.....	24
The following is a brief summary for disciplinary guidelines. It is neither comprehensive nor absolute.....	24
Physical Display of Affection.....	25
Positive Behavioral Intervention and Support (PBIS).....	25
Core Curriculum Goals:.....	26
School-Wide Expectations and Rules:.....	26
Positive Reinforcers.....	26
Specific Behaviors.....	26
Bullying -.....	26
Bully, Harassment, and /or Intimidation:.....	26
Cyber Bullying:.....	27
Bullying, Cyber Bully, Harassment, Intimidation Procedures:.....	27
Dangerous Weapons:.....	27
Discrimination Definition:.....	27
Discrimination and Sexual Harassment:.....	27
Initiation:.....	27
Protected Class:.....	27
Sexting:.....	27
Sexual Harassment Definition:.....	28
Sexual Harassment (Examples):.....	28
Reporting:.....	28
Students /Rights and Responsibility.....	28

Student Records/FERPA:.....	28
Substance Abuse:.....	29
Teacher/Administrator Rights and Responsibilities:.....	29
Expectations for all.....	29
Student Records/FERPA:.....	29
Substance Abuse:.....	30
Athletics.....	31
Athletic Requirements:.....	31
Available Sports: Middle and high school sports.....	31
Booster Club:.....	31
Coaching Opportunities:.....	31
Student Athlete Academic Eligibility:.....	31
ASB.....	31
GENERAL INFORMATION.....	32
Bus Transportation.....	32
Bus Delays:.....	32
Bus Procedures:.....	32
Bus Violations:.....	32
Cell Phone /Personal Electronic Devices.....	33
Cell Phones:.....	33
Texting Students and Staff Members:.....	33
Computers and the Internet.....	34
• Computer use only during class time.....	34
Dances.....	34
Lockers.....	34
Additional Programs Offered:.....	35
Alternative Learning Education - “Homelink” Program:.....	35
ECEAP Preschool:.....	35
Parent Teacher Organization.....	35
School Spirit Day.....	35
Student Fees.....	35
Physical Education.....	35
Withdrawal from School.....	35
SCHOOL DAYS.....	36
Before and After School.....	36
Breakfast and Lunch.....	36
Free and Reduced Meal Recipients:.....	36
Cafeteria:.....	36
Meal Prices:.....	36
Field Trips.....	37
Playground Regulations.....	37
HEALTH, SAFETY AND SECURITY.....	38
Accidents.....	38

Accident Insurance:.....	38
Injury at School:.....	38
Contacting School Personnel.....	38
Contacting Students.....	38
Drills and Emergencies.....	38
Drill Practices and What to do During a School Emergency:.....	38
Parents:.....	38
Emergency Procedures.....	39
Family Emergency Information:.....	39
Illness.....	39
COVID-19.....	41
Health Services.....	42
Medication.....	43
POLICIES AND LAWS.....	45
ADDITIONAL LAWS.....	45
Disruption of School.....	45
Federal and State Programs.....	45
Highly Capable Program:.....	45
McKinney-Vento Homeless Education Assistance Act:.....	45
Migrant and Bilingual Education office:.....	45
Title I, Part A:.....	45
Gun and Weapon-Free Zone.....	45
Dangerous Weapon Possession and Explosive Devices:.....	46
Student Privacy.....	46
Use of Tobacco on School Property.....	46
Wellness Policy for Nutrition and Physical Fitness.....	46
Northport School District Discrimination Complaint Procedure Language.....	47
SEXUAL HARASSMENT.....	47
Examples of Sexual Harassment:.....	47
How do I file a complaint about discrimination?.....	48
Discrimination Complaint Procedures.....	48
Complaint to the School District.....	48
Complaint to OSPI.....	49
Other Discrimination Complaint Options.....	49
Parents/Guardians Right to Know Title I, Part A Programs.....	50
Professional Qualifications of Teachers:.....	50
Qualifications of Paraeducators Who Instruct:.....	50
Paraprofessionals Who Instruct:.....	50
Title I Parent and Family Engagement.....	51
Title I Parent and Family Engagement Plan.....	52
School-Based Parent and Family Engagement Policies.....	53
APPENDIX.....	54
FAMILY INVOLVEMENT OPPORTUNITIES.....	55

Parental Involvement Activities.....	55
6700 Management Support.....	56
Nutrition, Health, and Physical Education.....	56
Nutrition and Food Services Program.....	56
Health and Physical Education Program.....	57
Nutrition, Health, and Physical Education.....	57
Physical Activity.....	58
Highly Capable Nomination Procedures.....	59
Nominations for the Highly Capable Program are based on three criterion:.....	59
Timeline for identification of Highly Capable students:.....	59
STUDENTS AND TELECOMMUNICATION DEVICES.....	60
Restraint, Isolation and Other Uses of Reasonable Force.....	61
Prohibition of Harassment, Intimidation, or Bullying.....	67
Procedure - Prohibition of Harassment, Intimidation, or Bullying.....	69
TRUANCY INFORMATIONAL LETTER.....	77
TITLE I INFORMATIONAL LETTER.....	80
SCHOOL PROCEDURES.....	81
BUS LINE PROCEDURES.....	81
CAFETERIA PROCEDURES.....	81
INDOOR RECESS PROCEDURES.....	82
Outdoor Recess.....	83
DEMONSTRATE INTEGRITY.....	83
Language and Respect Yourself and Others	83
Dress Professionally.....	83
Cell Phones	84
Computers.....	84
Respect the School.....	84
HALLWAY PROCEDURES.....	84
Respect Self & Others.....	84
Overcome Problems.....	84
Act Safely.....	84
Be Responsible.....	84
Student-Athlete Academic Eligibility Policy.....	85
Forms.....	86
Extended Leave/Prearranged Absence.....	87
Northport School District Highly Capable Nomination Form.....	88
Northport School District Check-out Electronic Equipment Agreement.....	90
Washington State Harassment, Intimidation or Bullying (HIB).....	91
Acknowledgement of Review of the Parent-Student Handbook.....	93
Signature Page.....	94

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

ADMINISTRATIONS' WELCOME LETTER

August 2023

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)

2023-24 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

Staff and Contact Information

Administrative Staff

Dr. Catherine Hunt	drhunt@northportschools.org	Principal
Mr. Erik Stark	estark@northportschools.org	College/Career Counselor
Ms. Tina Kingsbury	tkingsbury@northportschools.org	Secretary
Ms. Jennifer Kittilson	jkittilson@northportschools.org	Attendance Secretary
Mr. Erik Stark	estark@northportschools.org	Athletic Director
Mrs. Shyanne Guglielmino	sguglielmino@northportschools.org	Athletic Directors
Ms. Erika Kellum	ekellum@northportschools.org	SPED Director/School Psychologist
Mr. David Glanville	dglanville@northportschools.org	CTE Director
Mr. Rob Mawdsley	rmawdsley@northportschools.org	Transportation and Maintenance

Teaching Staff

Mrs. Karen Plum	kplum@northportschools.org	Kindergarten/First Grade
Mrs. Carrie Beardslee	cbeardslee@northportschools.org	Second Grade
Mrs. Tomi Stark	tstark@northportschools.org	Third Grade
Mrs. Terry Carlson	tcarlson@northportschools.org	Fourth Grade
Ms. Molly Young	myoung@northportschools.org	Fifth Grade
Mr. Alistair Shull	ashull@northportschools.org	Elementary and Middle School PE
Mrs. Marcy Bair	mbair@northportschools.org	Middle School English Language Arts/History
Mr. Bradley Mutton	bmutton@northportschools.org	Middle School Mathematics/History
Mr. Mike Tobin	mtobin@northportschools.org	Middle School Science/History
Ms. Ashtyn Baribault	abaribault@northportschools.org	High School English Language Arts, Art, Yearbook
Mrs. Shyanne Guglielmino	sguglielmino@northportschools.org	High School Mathematics, Seniors
Mr. Erik Stark	estark@northportschools.org	High School History
Mr. Chad Butorac	cbutorac@northportschools.org	High School Science
Mr. David Glanville	dglanville@northportschools.org	CTE
Mr. David LeCaire	dlecaire@northportschools.org	Automotives/Welding
Mr. Josiah Maier	jmaier@northportschools.org	K-12 Special Education

Support Staff

Mrs. Jenny Case	Para-Educator
Mrs. Kek Phommahaxay	Para-Educator
Mrs. Shelly Thomas	Para-Educator
Mr. Jason Thompson	Para-Educator
Mr. Phil Perrigo	Para-Educator
Ms. Dawn Snow	Para-Educator
Mrs. Andrea Corcoran	Para-Educator
Mrs. Michelle Konkler	Discipline Paraeducator
Mrs. Krystal Wilson	Nurse
Mr. Ed Nichols	Custodian
Mr. Jim Quilter	Custodian
Mrs. Angie Petry	Head Cook/Food Services Director
Mrs. Tammy Glasgow	Assistant Cook
Mrs. Sandy Masterson	Cook
Mr. Jarett Futch	Network Administrator

Transportation Staff

Mr. Brian Day
Mrs. Nahani Halbert
Mr. Greg Rieckers
Mrs. Anita Mawdsley
Mrs. Cindy Day
Mr. Bryan Hunt

Aladdin Route
Waneta Route
Onion Creek Route
Flat Creek Route
Patterson Route
Bus Driver Trainer

Building Contact Information

Mailing Address:

Northport Schools - 404 10th Street, PO Box 1280
Northport, WA 99157

Telephone: 509-732-4430

fax: 509-732-6606

Website: www.northportschools.org

Email - all staff may be reached by email: Use the person's first initial followed by their last name and then @northportschools.org
example: tkingsbury@northportschools.org

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. Students are 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).

Middle School Grading Procedures

6-12 Grading Scale:

<u>Percentile</u>	<u>Letter</u>	<u>Grade</u>
94-100%	A	4.0
90-93	A-	3.7
87-89	B+	3.3
83-86	B	3.0
80-82	B-	2.7
77-79	C+	2.3
73-76	C	2.0
70-72	C-	1.7
67-69	D+	1.3
60-66	D	1.0

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.

Additional Requirements for 7/8th graders

Culminating 8th grade Project:

This project shall demonstrate the student's ability to think analytically, logically and creatively and to integrate experience and knowledge to form reasoned judgments and solve problems. The project will also have a connection to the world of work in that it will demonstrate that the student understands the importance of work and how performance, effort, and decisions directly affect future career and educational opportunities. Completion of the Project is a requirement. The 8th grade Project is a career-based exploration where students research careers and the high school pathways needed to obtain the career path. The student(s) will be required to create a speech/display that is presented to a community panel.

High School and Beyond Plan:

Within the 7th grade year and the first year of high school enrollment, each student shall develop a plan for satisfying the state and district's high school graduation requirements and their first year after high school. The plan should be developed in collaboration with the student, parent, and district staff. The plan should include how the student will satisfy the district's academic credit requirements, preparation for successfully completing the Washington State Assessments, a description of the student's culminating project and the student's goals for the year following graduation. Each student plan should be reviewed annually at the beginning of the school year to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan.

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. There are two mandatory scheduled conferences (Fall and winter), but others may be requested throughout the year. These are generally referred to as Success Team Meetings.

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.

Assessments

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

College Readiness Assessments:

The PSAT 8/9 will be given to students in the eighth grade. This test monitors how your child is doing in preparation for College Entry Exams. This test is given in the winter/spring of each year.

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 8-18 to school.

Please Read the Attendance (Truancy Informational Letter) 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 makeup 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 turn it 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/**extended** by parents with notice to school **two** 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.**

Medical/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. **Parents need to fill out the Extended Leave/Prearranged absence request form (Included in the Forms section in the back) two or more days in advance.**

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 Extended Leave/Prearranged absence request form (Included in the Forms section in the back) to be filled out and approved by the principal at least 2 days prior.** 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 5 excused absences within any month or 10 cumulative excused absences in a school year RCW 28A.225.018	Schedule conference with the parent and the child for the purpose of identifying barriers to attendance and supports/resources available to assist the family. If the student has an individualized education program (IEP) or 504 Plan, the IEP or 504 team must convene. A conference or IEP/504 team meeting is not required if prior notice has been given or a doctor's note has been provided and an academic plan has been put in place.
After 3 rd unexcused absence in a month: conference and WARNS/other 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) or a similar assessment designed to allow schools to assess individual risks and needs that may lead to truancy and/or school failure, and to target interventions accordingly). (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. 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)
Unexpected or excessive absences (for youth who are Dependent pursuant to 13.34 RCW) RCW 28A.225.023	Review unexpected or excessive absences with a youth who is dependent pursuant to chapter 13.34 RCW and adults involved with that youth to determine the cause of the absences, considering the unique circumstance of a youth who is dependent. A district employee must proactively support the youth's schoolwork, such as the required building point of contact for students who are dependent.

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.**

Teachers will respond to unexcused tardiness in the following ways:

- Any tardy without a note/admit slip the teacher requires the student to obtain the admit slip.
- The teacher marks the student absent/tardy in Qmulative.

1st Tardy: Verbal warning and reteaching expectations. Teachers will contact parents.

2nd Tardy: Same as first and a warning letter is sent home. Blue slip - 25 minute lunch detention.

3rd Tardy: Student referred for administrative action. A Yellow Slip is given and a 1 hour after school detention is served.

4th Tardy and More: Student referred for administrative action.



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.
- **Mentoring – (6-12)** - Individual student support to 1) improve learning, 2) provide clear expectations 3) develop successful habits 4) build positive relationships
- **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 below)
- The dress code guidelines must be followed during school hours, including clothing for P.E. and during extra-curricular activities unless a part of your assigned uniform.

Dress to express your individuality and creativity if you do not disrupt the educational process or present health and safety problems. In order to provide a positive learning environment, the following will guide the NHS dress code for both boys & girls.

All clothing and shoes should be appropriate for the school setting and must be suitable for all scheduled classroom activities including physical education, science labs, woodshop and other activities where unique hazards exist.

All students participating in physical education classes must wear non-marking gym shoes, to be worn only during indoor fitness activities. Outdoor PE: You can help your student by encouraging them to wear comfortable clothing they can be successful in during PE classes and recess. Running-style shoes, shorts, and T-shirts are the preference in the spring/summer and long pants and sweatshirt/layered clothing in the fall/winter to ensure they can be active while outside. If the weather is set to be sunny or similar, please encourage your students to wear sunblock and bring a hat to wear during PE. Avoid wearing boots, heeled shoes of any kind, slippers, flip flops, or Crocs for PE.

Clothing should appropriately cover the body and not reveal undergarments whether sitting or standing. Bellybutton, midriff, cleavage or private parts must be covered by clothing that is not see through. Skirts and shorts' inseams should be no shorter than 4-5 inches in length. Shirts and dresses must have fabric in the front, back, and on the sides (under the arms). Neck lines and back lines must not fall below the armpit line. Spaghetti straps or tube tops are not permitted unless a shirt is worn underneath.

Hats/headwear and sunglasses must allow the face and eyes to be visible to the staff, and not interfere with the line of sight of any student or staff. Hoodies must allow the face and ears to be visible to school staff. Sunglasses are not to be worn indoors during school hours. Teachers may have a hat policy for their classrooms.

Chains, spiked or sharp collars or bracelets, and clothes that could be used as weapons are prohibited.

Clothing, drawings, tattoos and accessories that display or promote negative messages are not permitted. These **could** include drug, gang, weapon, alcohol or tobacco-related information, obscenities, put-downs, stereotypes, sexual innuendo, offensive words, or graphics.

Enforcement:

When a school staff member discusses dress or grooming violation with a student, it is recommended that another staff member be present and at least one of the two staff members should be the same sex as the student.

In no circumstances should a student be spoken to about dress code violation in front of other students.

Staff members discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing

The student may be sent home to change, will be asked to cover up, or may be provided with appropriate attire for the day by school staff

For students in grades 6-12: The uncooperative student may be placed in ISS (In-School Suspension). Offenders will receive a discipline write-up and the progressive consequences as outlined in this handbook.

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., or they could be sent home.
- 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 25-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.

- **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.

- **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.

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.

- o 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.
- o 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:
 - o (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.

Appealing a Blue/Yellow/Red Slip, Suspension, or Expulsion

- A parent or student may submit a formal letter of appeal and must be submitted within five school business days from the date the school district provides the written notice under WAC 392-400-455. The formal letter should clearly state why there is a disagreement with the slip/suspension/expulsion and provide reasoning/evidence to support an overturned decision.

Rules Governing Student Conduct

- The school district must hold an appeal hearing within three school business days from the date the principal, 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 slip and/or recommend a yellow or red slip. **The honor code is in effect on the way to school, at school, on the way home from school, and at sporting events.**

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. **All infractions will be reset at the end of each trimester.**

Active Infractions:

Honor Level 1- No infractions, all privileges.

BLUE – Blue Slip, Minor Violations and Corrective Actions. 25 minute lunch detention.

YELLOW - Yellow Slip, Moderate Violation and Corrective Actions, 5 Days Loss of Privileges. 1 hour after school detention.

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 - 1st write up warning. •Tardy to class (2nd time) - 1st time warning. •Harassment/Intimidation/Bullying (2nd complaint, 1st part of Anti-Bullying Program) *Any student computer found unplugged in at the end of the day will receive a blue slip. (3 blue slips will equal one yellow)
<p style="text-align: center;">Corrective Actions</p> <p>Case by Case basis with equity between like cases. 3 blue slips for same/similar behavior = 1 yellow</p>	<p>Parent notification</p> <p>Blue Slip lunch detention</p> <p>Parent meeting Small group Intervention</p> <p>Behavior plan</p>
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. *Tardy to class (3rd time) 	<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. *Bullying/intimidation/harassment (3rd Complaint-Complete Anti-Bullying Program) •Internet policy violations. * Dress code violation (2nd violation)

	•Any Blue Slip infraction that is above a minor incident or a repeated offense.
Corrective Actions Case by Case basis with equity between like cases.	Parent notification Yellow Slip After school detention Small group Intervention Exclusion from class Parent meeting Behavior plan

RED - Severe Violations Immediate Referral to Principal or designee (5 days loss of privileges)	
<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. <ul style="list-style-type: none"> • Bullying (If bullying behavior continues after completion of the Program - Severe violation, possible expulsion from school) •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.
Corrective Actions Case by Case basis with equity between like cases.	Parent notification Red Slip Parent notification Parent meeting Sheriff notified if warranted Alternative to Suspension activity Suspension/Expulsion

Physical Display of Affection

The school building and grounds are not the proper setting for physical demonstrations of affection. Kissing and other forms of inappropriate physical contact are not acceptable on school grounds or at school sponsored events. Hand holding only.

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. Personnel will talk to the perpetrator and reteach expected behaviors. (Forms can also be found on our school website and in the forms section of this handbook).

2nd Reporting – After second reporting from the targeted student, “the perpetrator” will be issued a blue slip and required to participate in the Introduction of the Bully/Harassment Program during the lunch detention, and parent(s) will be notified.

3rd Reporting – A yellow slip will be issued and the perpetrator will be required to 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.

Initiation:

There will be no initiation or “hazing” activities of any kind allowed at any time on school grounds. Any initiation ritual perpetrated on another student will result in suspension and/or possible police referral.

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.

- o 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.

Expectations for all

The Principal is expected to:

- Set high expectations for achievement, attitude, behavior, and attendance.
- Ensure a safe and productive learning environment.
- Be accessible and deal with the concerns of students, parents, and staff.
- Supervise all affairs regarding school management, operations, and activities.
- Provide educational leadership.

The teachers are expected to:

- Maintain and model high standards for attitude, attendance, behavior, and achievement.
- Be responsible for quality instruction.
- Provide a safe and productive learning environment.
- Build positive relationships and communicate with students, parents, and staff.
- Provide an atmosphere of mutual respect and concern where learning can take place.

Students are expected to:

- Attend all classes daily and on time.
- Exhibit respect to others, the facility, and all equipment and materials.
- Follow rules and routines, including safety rules.
- Act responsibly and demonstrate appropriate behavior at all times.
- Come to school prepared and ready to learn.

Parents are expected to:

- Make sure your child attends class daily and is on time.
- Support the policies and procedures established by the school, including extracurricular events.
- Communicate with the school often regarding your child's education.
- Promptly report and explain absences and late arrivals.
- Encourage regular reading and homework.

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.

- o 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.

Athletics

Grades 6-12

Athletic Requirements:

Prior to a student athlete participating in practice on any athletic team or being issued any athletic equipment, they must have on file with the school Athletic Director a record of the following:

- Physical examination with a physician's signature
- Parent permission form
- Emergency information card
- Proof of insurance
- Current ASB card
- Safety guidelines read and signed by parent/guardian and student
- Concussion Information Sheet
- Signed code of Conduct

All paperwork is available online through Final Forms and may be found on our school website. Contact Erik Stark or Shyanne Guglielmino if you have any questions.

Available Sports: Middle and high school sports

Fall	Winter	Spring
Football Girls Volleyball Cheerleading (HS)	Boys Basketball Girls Basketball Cheerleading (HS)	Baseball Softball Track & Field

Booster Club:

Northport Booster Club is a non-profit, parent-run organization that provides support to student athletes. Throughout the year, the Booster Club meets regularly, hosts special events, and provides ongoing support to our athletic teams. Funding support is made possible through Booster donations and concessions. Contact the office if you are interested in joining.

Coaching Opportunities:

There are many youth coaching opportunities available throughout Northport schools for activities such as youth soccer, youth t-ball, youth basketball and many other activities. If you are interested in sharing some of your time coaching youth activities, please call 732-4251 and ask for the Athletic Director.

Student Athlete Academic Eligibility:

Information is located in the Appendix.

ASB

ASB Cards and Insurance: ASB cards must be purchased by each student participating in extracurricular activities for \$40. Insurance requests are included in the athletic handbook.

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.**

6-8

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 lock their cell phone in their locker **or** give their cell phone to their classroom teacher. **The classroom teacher will return the phone at the end of the school day.**
 - Cell phone violation - teacher takes phone from student and gives it to the HS Secretary for parent contact and pickup (principal will call the parent).
 - 1st: release to student**
 - 2nd/more: release to PARENT/Guardian only**
 - Cell phone violation (refusal to release) is an immediate yellow slip.
 - Immediate red slip if a student interrupts the learning environment and/or others.
 - Any staff member may remove a cell phone from a student in any classroom.

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.

Texting Students and Staff Members:

If a staff member texts a student or a student texts a staff member, parents and/or guardians will be included in a student group text. Remember, No "one on one" texting when students text a staff member or a staff member texts a student.

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

Dances

Dances are held during the school year to promote school spirit and raise ASB funds. Dances must be approved by the ASB.

- Only Northport students are allowed to attend dances, except for Homecoming, Prom or other special occasions.
- Guests must be prior approved by the principal and ASB advisor.
- Once a student enters a dance, they will not be allowed to leave and re-enter.
- Each dance will be chaperoned and school rules (including dress code) will be enforced.
- Guest lists will be provided at the Office for those dances for which guests are welcome.
- No Middle School students will be allowed to attend a HS dance, and no HS student will be allowed to attend a MS dance.
- Guests over age 20 will **not** be allowed to attend any dance.
- Students with discipline infractions and on the Honor Code System Level 3 or 4 will not be allowed to attend a dance until they are off the system and have served their detention.
- Students entering and exiting the dance must sign in and sign out. If students leave the dance prior to the dance ending parents/guardians will be notified. (See an ASB member for Dance Procedures)

Lockers

Lockers are for storing and securing books, school supplies and appropriate personal items. **Lockers are the property of the school and subject to inspection.** A student's locker, desk, or storage area may be searched by district staff if reasonable suspicion exists to suspect that evidence of a violation of the law or school rules will be revealed.

6-8 students will be assigned lockers in the hall for supplies and personal items. It is the students' responsibility to secure them. Students will be assigned a combination lock for their gymnasium locker.

All students are responsible for the condition and care of their locker (including P.E.) at all times. Lockers must be left in the same condition at the end of the year as when they were issued.

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. Outdoor PE: You can help your student by encouraging them to wear comfortable clothing they can be successful in during PE classes and recess. Running-style shoes, shorts, and T-shirts are the preference in the spring/summer and long pants and sweatshirt/layered clothing in the fall/winter to ensure they can be active while outside. If the weather is set to be sunny or similar, please encourage your students to wear sunblock and bring a hat to wear during PE. Avoid wearing boots, heeled shoes of any kind, slippers, flip flops, or Crocs for PE.

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 2023-2024 school year, ALL STUDENTS WILL EAT 1 BREAKFAST AND 1 LUNCH FREE on a daily basis.

Meal Prices:

Meal	Grade	Price
Breakfast	Adults	\$3.50
	Extra milk	\$0.50
Lunch	Adults	\$4.75
	Milk	\$0.50
Student Lunch Time	Grade	Time
	K	11:00
	1	11:00
	2-3	11:20
	4-5	11:40
	6-8	12:00

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.
- K-3 students on lunch use the cafeteria bathroom.
- 4-5 students are told to use the cafeteria bathroom until 12, then wait until recess is over or go to the solutions room.
- 6-8 grade students use the bathroom in their classroom before and after lunch. If needed during lunch, they go to the solutions room.

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.

When to Keep Your Child Home from School

In the school environment, students have increased physical contact with each other. Germs can spread rapidly under these conditions. Parents are asked to keep students' home that have the following conditions:

- Harsh, frequent cough, especially if the cough is producing mucous
- Weeping or crusty lesions on the face or body
- Fever of 100 degrees or above
- Yellow or green drainage from the nose
- Rash that appears to be spreading
- Diarrhea and/or vomiting
- Head lice
- Red eyes with itching and drainage
- Sore throat accompanied by fever



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. These steps are **required** in accordance with WAC 110-300-0205.

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 improved.

Additionally, individuals should wear a mask when around others days 6-10. If unable to wear a mask, they should continue to isolate for a full 10 days.

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 3-5 days 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.

Health Services

Health Services

Guidelines for Children with Life-Threatening Conditions

Examples of life-threatening conditions are: diabetes, severe bee sting or food allergies, heart conditions, severe asthma, severe seizures, etc.

Prior to attendance at school, each child with a life-threatening health condition will present a medication or treatment order addressing the condition. A life-threatening health condition means a condition that will put the child in danger of death during the

school day if a medication or treatment order providing authority to a registered nurse and nursing plan are not in place. Following submission of the medication or treatment order, a nursing plan will be developed.

It is vital to your child's safety during the school day that if your child has a life-threatening health condition that may require medical services to be performed at school, you must immediately notify your school's principal or school nurse. The necessary forms will be provided and a time will be arranged for you to meet with your child's school nurse.

Students may not attend/begin attending school until a health care plan is in place and appropriate medication is at school. More information and assistance is available from the building nurse.

Immunizations

Each student must have a completed Certificate of Immunization Status form on file at school, or present one prior to admission. The month, day and year of each dose of Diphtheria-Tetanus-Pertussis (DTaP-Td-Tdap), either oral or injected trivalent Polio Vaccine (OPV or IPV), Hepatitis B, MMR (measles, mumps and rubella [German measles]) is required.

Washington State Legislature passed a bill that removes the personal and philosophical option to exempt children from the MMR vaccine required for school and child care entry, all other immunizations can be exempt for medical, religious or personal reasons.

For information about immunizations, please call the Spokane County Health Department at 324-1600

Medication

Medication

Prescription Medication and Doctor-Prescribed Over-the-Counter Medication

If a student is to receive medication of any kind, the parent/guardian and licensed healthcare provider must complete the "Request for Medication" form #955, available from the school nurse. The form must accompany the medication, and be signed by both the medical provider and the parent. Parents are responsible for providing medication in the original container labeled with the student's name, the physician's name, medication, time and dosage to be given. Please obtain a second bottle for this purpose that can be sent to school. *Medicine sent to school in a baggie or lunch box is unacceptable.*

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 (Krystal Wilson) 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. (RCW 9.41.280, RCW 28A.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.

Policy: 4130

Section: 4000 - Community Relations

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

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

Policy: 3246

Section: 3000 Students

Restraint, Isolation and Other Uses of Reasonable Force

It is the policy of the **Northport School** Board of Directors that the district maintains a safe learning environment while treating all students with dignity and respect. All students in the district, including those who have an individualized education program (IEP) or plan developed under section 504 of

the Rehabilitation Act of 1973, will remain free from unreasonable restraint, restraint devices, isolation, and other uses of physical force. Under no circumstances will these techniques be used as a form of discipline or punishment.

This policy is intended to address district students. It is not intended to prevent or limit the use of restraint or other reasonable force as necessary with adults or other youth from outside the district as allowed by law.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an "imminent likelihood of serious harm" as defined by RCW 71.05.020 and Chapter 392-172A WAC and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated.

The superintendent or a designee will develop procedures to implement this policy, including review, reporting and parent/guardian notification of incidents involving restraint or isolation as required by law. Additionally, the superintendent will annually report to the board on incidents involving the use of force.

Cross References:

2161 - Special Education and Related Services for Eligible Students

2162 Education of Students With Disabilities Under Section 504 of the Rehabilitation Act of 1973

Legal References:

RCW 9A.16.020 Use of force -- When lawful

RCW 9A.16.100 Use of force on children - Policy

Policy — Actions presumed unreasonable

RCW 28A.150.300 Corporal Punishment Prohibited - Adoption of policy RCW

28A.155.210 Use of restraint or isolation — Requirement for procedures to notify parent or guardian.

RCW 28A.600.485 Restraint of students with individualized education programs or plans developed under section 504 of the rehabilitation act of 1973-Procedures-Summary of incidents of isolation or restraint— Publishing to web site. [as amended by SHB 1240]

RCW 70.96B.010 - Definitions

Chapter 392-172A WAC - Rules for the provision of special education

WAC 392-400-235 Discipline - Conditions and limitations

Management Resources:

2021

2016 March Issue

2015 - July Policy Alert

2013 - December Issue

2013 - July Issue

Policy News, December 2008 Use of Reasonable Force Policy

Classification-Essential Adoption Date:

09.21.10 Northport School District

Revised: 12.17.2013; 03.18.14; 8.18.15; 4.19.16; 01.27.22

Procedure No. 3246

Policy: 3246P

Section: 3000 - Students

Procedure - Restraint, Isolation and Other Uses of Reasonable Force

This procedure is intended to apply to a broad range of circumstances whenever it is deemed reasonably necessary by district staff to control spontaneous behavior by any student that poses an imminent likelihood of serious harm. This procedure is intended to be interpreted consistent with the requirements of RCW 28A.600.485, RCW 9A.16.020, RCW 9A.16.100, RCW 28A.160.300, RCW 28A.155.210, WAC 392-400-235, and, for students with an IEP, consistent with the regulations of Chapter 392-172A, WAC.

Definitions:

Behavioral intervention plan: A plan incorporated into a student's Individualized Education Program (IEP), which at a minimum describes: 1) The pattern of behavior that impedes the student's learning or the learning of others; 2) The instruction and/or environmental conditions or circumstances that contribute to the pattern of behavior(s) being addressed by the IEP team; 3) The positive behavioral interventions and supports to: i) reduce the pattern of behavior(s) that impedes the student's learning or the learning of others and increases the student's desired prosocial behaviors; and ii) ensure the consistency of the implementation of the positive behavioral interventions across the student's school-sponsored instruction or activities; and d) The skills that will be taught and monitored as alternatives to challenging behavior(s) for a specific pattern of behavior of the student.

Chemical spray: Pepper spray, OC spray, or other similar chemicals that are used to control a student or limit a student's freedom of movement.

De-escalation: The use of positive behavioral interventions and other district-approved strategies to defuse a student who has lost self-control, is non-compliant or is demonstrating unacceptable behavior. These strategies address behavior that is dangerous, disruptive or otherwise impedes the learning of a student or others.

- **Imminent:** The state or condition of being likely to occur at any moment or near at hand, rather than distant or remote. **Isolation:** Restricting a student alone within a room or any other form of enclosure, from which the student may not leave. It does not include a student's voluntary use of a quiet space for self-calming, or temporary removal of a student from his or her regular instructional area to an unlocked area for purposes of carrying out an appropriate positive behavior intervention plan. **Likelihood of serious harm:** A substantial risk that physical harm will be inflicted by a student:

- upon his or her own person, as evidenced by threats or attempts to commit suicide or inflict physical harm on oneself;

- upon another, as evidenced by behavior that has caused such harm or that places another person or persons in reasonable fear of sustaining such harm;

- upon the property of others, as evidenced by behavior that has caused substantial loss or damage to the property of others; or

- after the student has threatened the physical safety of another and has a history of one or more violent acts. **Physical force:** The use of bodily force or physical restriction that substantially immobilizes or reduces the free movement of a student.

Positive behavioral interventions: Strategies and instruction that can be implemented in a strategic manner in order to provide alternatives to challenging behaviors, reinforce desired behaviors, and reduce or eliminate the frequency and severity of challenging behaviors. Positive behavioral interventions include the consideration of environmental factors that may trigger challenging behaviors and teaching a student the skills to manage his or her own behavior.

Restraint: Physical intervention or force used to control a student, including the use of a restraint device. It does not include appropriate use of a prescribed medical, orthopedic or therapeutic device when used as intended, such as to achieve proper body position, balance or alignment or to permit a student to safely participate in activities.

Restraint device: A device used to **assist** in controlling a student, including, but not limited to metal handcuffs, plastic ties, ankle restraints, leather cuffs, other hospital-type restraints, pepper spray, tasers or batons. Restraint device does not mean a seat harness used to safely transport students. This definition is consistent with RCW 28A.600.485 (1)(c), and is not intended to endorse or encourage the use of such devices or techniques with district students.

School police officer: An employee of the school district responsible for security services in the district under the direction of a school administrator, but who also is a commissioned officer.

School resource officer: A commissioned law enforcement officer who provides law enforcement services and may perform other duties for the district, and is assigned by the employing police department or agency to work in collaboration with the district.

School security officer: A classified or contracted school district employee other than a school resource officer who provides security services in the district under the direction of a school administrator.

General use of restraint, isolation, or other forms of reasonable force:

Restraint, isolation, or other forms of reasonable force may be used to prevent or minimize imminent bodily harm to self or others, or if de-escalation or other positive behavioral interventions fail or are inappropriate, to protect district property, where there is an "imminent likelihood of such serious harm" occurring, as defined above.

Restraint, isolation, or other forms of reasonable physical force may be used when a student has caused a substantial loss or damage to the property of others, and the student's behavior poses a substantial risk that such property damage will be inflicted.

Restraint devices may be used as needed to obtain possession of a known or reasonably-suspected weapon or other dangerous object on a person or within the control of a person.

An IEP or plan developed under Section 504 of the Rehabilitation Act of 1973 must not include the use of restraint or isolation as a planned behavior intervention unless a student's individual needs require more specific advanced education planning and the student's parent or guardian agrees. Nothing in these procedures is intended to limit the provision of a free appropriate public education (FAPE) under Part B of the Individuals with Disabilities Act (IDEA) or Section 504 of the Rehabilitation Act of 1973.

Restraint, isolation, or other forms of reasonable physical force will not be used as a form of discipline or punishment. Restraint, isolation, or other forms of reasonable physical force will not be used as an initial response to destruction of property, school disruption, refusal of the student to comply with school rules or a staff directive; or a verbal threat that does not constitute a threat of imminent bodily injury, unless other forms of de-escalation and positive behavioral interventions fail or are inappropriate.

Restraint, isolation, or other forms of reasonable physical force should not be used as an intervention if the school employee, school resource officer or school security officer knows that the student has a health condition or physical problem and the condition or problem would be exacerbated by the use of such techniques.

Practices presumed to be unreasonable when correcting or restraining any child (RCW 9A.16.100):

Under RCW 9A.16.100, the following is a non-exclusive list of acts that are presumed unreasonable when correcting or restraining a child:

throwing, kicking, burning, or cutting a child;
striking a child with a closed fist;
shaking a child under age three;
interfering with a child's breathing;
threatening a child with a deadly weapon; or
doing any other act that is likely to cause bodily harm to a student greater than transient pain or minor temporary marks.

This non-exclusive list should not be read so as to imply that another, unlisted form of correction or restraint is permissible. Whether or not an unlisted use of force or restraint is presumptively permissible depends upon a balanced consideration of all relevant state laws and regulations, and whether the use is reasonable under the totality of the circumstances.

Conditions specific to use of isolation or restraint with students eligible for special education (consistent with WAC 392-172A-02110):

The isolation enclosure will be ventilated, lighted and temperature controlled from inside or outside for purposes of human occupancy.

The isolation enclosure will permit continuous visual monitoring of the student from outside the enclosure.

An adult responsible for supervising the student will remain in visual or auditory range of the student at all times.

Either the student shall be capable of releasing himself or herself from the enclosure, or the student shall continuously remain within view of an adult responsible for supervising the student.

Any staff member or other adults using isolation, restraint, or a restraint device must be trained and currently certified by a qualified provider in the use of trauma-informed crisis intervention (including de-escalation techniques) and the safe use of isolation, unless trained personnel are not immediately available due to the unforeseeable nature of the emergency.

Prohibited practices involving restraint, use of force, and discipline specifically for students eligible for special education (consistent with WAC 392-172A-02076):

The following practices are prohibited with students eligible for special education services:

District personnel are prohibited from using aversive interventions with a student;

District personnel are prohibited from physically restraining or isolating any student, except when the student's behavior poses an imminent likelihood of serious harm as defined above;

No student may be stimulated by contact with electric current, including, but not limited to, tasers; .

A student may not be denied or subjected to an unreasonable delay in the provision of food or liquid from when the food or liquid is customarily served as a form of punishment;

A student may not be the recipient of force or restraint that is either unreasonable under the circumstances or deemed to be an unreasonable form of corporal punishment as a matter of state law (see above, for example, for a list of practices presumed to be unreasonable when used in correcting or restraining a child);

A student must not be denied or subjected to an unreasonable delay in the provision of common hygiene care;

A student must not be denied or subjected to an unreasonable delay in the provision of medication;

A student may not be excluded from his or her regular instructional or service area and isolated within a room or any other form of enclosure, except under the conditions set forth in WAC 392-172A-02110;

A student must not be forced to listen to noise or sound that the student finds painful;

A student must not be forced to smell or be sprayed in the face with a noxious or potentially harmful substance;

A student must not be forced to taste or ingest a substance which is not commonly consumed or which is not commonly consumed in its existing form or concentration;

A student's head must not be partially or wholly submerged in water or any other liquid.

A student must not be physically restrained or immobilized by binding or otherwise attaching the student's limbs together or by binding or otherwise attaching any part of the student's body to an object or against a wall or the floor, except under the conditions set forth in WAC 392-172A.02110;

A student must not be subjected to the use of prone (lying face-down) or supine (lying face-up) restraint, wall restraint, or any restraint that interferes with the student's breathing.

Degree of force:

Restraint, isolation, or other forms of reasonable physical force will be discontinued as soon as a determination is made by the staff member administering the restraint, isolation, or other forms of reasonable physical force that the likelihood of serious harm has dissipated.

Restraint, isolation, or other forms of reasonable physical force must be administered in such a way so as to prevent or minimize physical harm to the student. If, at any time during the use of restraint, isolation, or other forms of reasonable physical force, the student demonstrates significant physical distress, the technique must be reduced immediately and, if necessary, school staff must take immediate steps to seek medical assistance.

Monitoring:

An adult must continually monitor any student when restraint, isolation, or other forms of reasonable physical force is used. The monitoring must be conducted by continuous visual monitoring of the student. Monitoring must include regularly evaluating the student for signs of physical distress

Post-incident notification and review with parent/guardian:

Within twenty-four (24) hours following the use of restraint, isolation, or other forms of reasonable physical force with a student, the principal or designee must make a reasonable effort to verbally inform the student's parent or guardian of the incident. The principal or designee must also send written notification as soon as practical, but postmarked no later than five (5) business days after restraint, isolation, or other forms of reasonable physical force has been used with a student. If the school or district customarily provides the parent or guardian with school-related information in a language or mode of communication other than English, the written report must be provided to the parent or guardian in that language or mode of communication.

The principal or designee will review the incident with the student and the parent or guardian (though not necessarily at the same time) to address the behavior that precipitated the use of the technique and the appropriateness of the response. The principal or designee will review the incident with the staff person(s) who administered the restraint, isolation, or other forms of reasonable physical force to discuss whether proper procedures were followed and what staff training or support is needed to help the student avoid similar incidents.

IEPs and 504 plans will include the above procedures for notification of parents/guardians regarding the use of isolation and restraint on their student.

Incident report:

Any school employee, school resource officer or school security officer who uses restraint, isolation, or other forms of reasonable physical force, as defined in this procedure, on any student during school-sponsored instruction or activities, will inform the principal or a designee as soon as possible and within two (2) business days submit a written report of the incident to the district office. The written report will contain, at a minimum:

The date and time of the incident:

The name and job title of the staff member who administered the restraint, isolation, or other form of reasonable physical force;

A description of the activity that led to the restraint, isolation, or other form of reasonable physical force;

The type of restraint, isolation, or other forms of reasonable physical force used on the student, and the duration;

Whether the student or staff was physically injured during incident involving restraint, isolation, or other forms of reasonable physical force;

Any medical care provided to the student or staff; and

Any recommendations for changing the nature or amount of resources available to the student and staff members in order to avoid similar incidents.

Resolution of concerns about the use of force incident:

A student or his/her parent or guardian who has concerns regarding a specific incident involving restraint, isolation, or other forms of reasonable physical force may seek to resolve the concern by using the district's complaint process which is set forth in Policy 4220, Complaints Concerning Staff or Programs.

Providing parents/guardians with Restraint, Isolation, and Other Uses of Reasonable Force policy:

The district will make available to all parents/guardians of students the district's policy on Restraint, Isolation and Other Use of Reasonable Force. If the student has an IEP or 504 plan, the District will provide the parents/guardians a copy of the policy each time an initial or annual IEP or 504 plan is developed.

Staff training requirements:

All training will include instruction in positive management of student behavior, cultural sensitivity, effective communication for defusing and de-escalating disruptive or dangerous behavior and safe and appropriate use of force, isolation and restraint. Annually, administrators will provide all staff with the district established policy and procedure regarding the use of reasonable force.

All staff should be informed of de-escalation strategies and proper physical intervention procedures. Appropriate staff and those who are required or reasonably anticipated to provide physical force intervention will be trained in the use of physical force intervention.

Only staff trained by a qualified provider and authorized to use isolation, restraint, restraint devices or chemical spray procedures will administer it to students. The appropriate personnel will include those staff members who are most likely to be called upon to use isolation, restraint, restraint devices or chemical spray to prevent or address disruptive or dangerous student behavior.

Submission of incident reports to the Office of Superintendent of Public Instruction: Beginning January 1, 2016 and annually by January 1 thereafter, the district will summarize the written incident reports described above and submit those summaries to OSPI. The summaries will include:

the number of individual incidents of restraint and isolation;

the number of students involved in the incidents;

the number of injuries to students and staff; and the types of restraint or isolation used.

Annual Report:

The building administrator or a designee will maintain a log of all instances of use of force as defined by this procedure, which will be presented to the superintendent annually. The superintendent will provide an annual report to the board regarding the district's use of force.

Northport School District Date:

12.08;01.27.22

Prohibition of Harassment, Intimidation, or Bullying

The board is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers, and community members that is free from harassment, intimidation, or bullying. As defined in legislation, "Harassment, intimidation or bullying" means any intentionally written message or image including those that are electronically transmitted — verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 28A.640.010 and 28A 642.010, or other distinguishing characteristics, when an act:

- A. Physically harms a student or damages the student's property;
- B. Has the effect of substantially interfering with a student's education;
- C. Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- D. Has the effect of substantially disrupting the orderly operation of the school.

This policy recognizes that 'harassment,' 'imitation,' and 'bullying' are separate but related behaviors. Each must be addressed appropriately." Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Behaviors/Expressions

Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.

This policy is not intended to prohibit expression of religious, philosophical, or political views, provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation, or bullying may still be prohibited by other district policies or building, classroom or program rules.

Training

This policy is a component of the district's responsibility to create and maintain a safe, civil, respectful and inclusive learning community and will be implemented in conjunction with comprehensive training of staff and volunteers. Specific

training requirements are included in the accompanying procedure.

Prevention

The district will provide students with strategies aimed at preventing harassment, intimidation, and bullying. In its efforts to train students, the district will seek partnerships with families, law enforcement, and other community agencies.

Interventions

Interventions are designed to remediate the impact on the targeted student(s) and others impacted by the violation, to change the behavior of the aggressor, and to restore a positive school climate.

The district will consider the frequency of incidents, developmental age of the student, and severity of the conduct in determining intervention strategies. Interventions will range from counseling, correcting behavior and discipline, to law enforcement referrals.

Students with Individual Education Plans or Section 504 Plans

If allegations are proven that a student with an Individual Education Plan (IEP) or Section 504 Plan has been the aggressor or target of harassment, intimidation or bullying, the school will convene the student's IEP or Section 504 team to determine whether the incident had an impact on the student's ability to receive a free, appropriate public education (FAPE). The meeting should occur regardless of whether the harassment, intimidation, or bullying incident was based on the student's disability. During the meeting, the team will evaluate issues such as the student's academic performance, behavioral issues, attendance, and participation in extracurricular activities. If a determination is made that the student is not receiving a FAPE as a result of the harassment, intimidation, or bullying incident, the district will provide additional services and supports as deemed necessary, such as counseling, monitoring and/or reevaluation or revision of the student's IEP or Section 504 plan, to ensure the student receives a FAPE.

Retaliation/False Allegations

Retaliation is prohibited and will result in appropriate discipline. It is a violation of this policy to threaten or harm someone for reporting harassment, intimidation, or bullying, or participating in an investigation.

It is also a violation of district policy to knowingly report false allegations of harassment, intimidation, and bullying. Students or employees will not be disciplined for making a report in good faith. However, persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline.

Compliance Officer

The superintendent will appoint a compliance officer as the primary district contact to receive copies of all formal and informal complaints and ensure policy implementation. The name and contact information for the compliance officer will be communicated throughout the district. The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI

The superintendent is authorized to direct the implementation of procedures addressing the elements of this policy.

Cross References:

2161 - Special Education and Related Services for Eligible Students

3200 - Rights and Responsibilities

3205 - Sexual Harassment of Students Prohibited

3210 - Nondiscrimination

3211 Gender Inclusive Schools

3241 - Student Discipline

Legal References:

RCW 28A.300.285 Harassment, intimidation, and bullying pre-vention policies and procedures - Model policy and procedure - Training materials - Posting on websites or by committee
Rules Advi-

WAC 392-190-059 Harassment, intimidation and bullying pre-vention policy and procedure - School districts.

Management Resources:
Office for Civil Rights Dear Colleague Letter: Responding to

Bullying of Students with Disabilities (OCR 10/21/2014)

2019 - July Issue

2014 -December Issue

2010 December Issue

2008 - April Issue

2002 - April Issue

Adoption Date: 05.21.02 Northport School District

Revised: 09.21.10, 03.20.12; 8.22.19

Policy: 3207P Section: 3000 Students

Procedure - Prohibition of Harassment, Intimidation, or Bullying

A. Introduction

The Northport School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression, gender identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation, or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment, intimidation, or bullying, and to prevent its reoccurrence.

B. Definitions

Aggressor means a student, staff member, or other member of the school community who engages in the harassment, intimidation, or bullying of a student.

Harassment, intimidation, or bullying means an intentional electronic, written, verbal, or physical act that:

1. Physically harms a student or damages the student's property;
2. Has the effect of substantially interfering with a student's education;
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators.

Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

Retaliation occurs when an individual is intimidated, threatened, coerced, or discriminated against for reporting harassment, intimidation, or bullying, or participating in an investigation.

Staff includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

Targeted Student means a student against whom harassment, intimidation, or bullying has allegedly been perpetrated.

C. Relationship to Other Laws

This procedure applies only to [RCW 28A.300.285 - Harassment, Intimidation and Bullying prevention](#). There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. [RCW 28A.300.285 Harassment, Intimidation and Bullying](#)
2. [RCW 28A.640.020 Sexual Equality](#)
3. [RCW 28A.642 - Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 The Law Against Discrimination](#)

The district will ensure its compliance with all state laws regarding harassment, intimidation, or bullying. Nothing in this

procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person's membership in a legally protected class under local, state, or federal law.

D. Prevention

1. Dissemination

In each school and on the district's website the district will prominently post information on reporting harassment, intimidation, or bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district's policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district's website.

Additional distribution of the policy and procedure is subject to the requirements of chapter 392-405 WAC

2. Education

Annually students will receive age-appropriate information on the recognition and prevention of harassment, intimidation, or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based process.

3. Training

The district compliance officer will participate in at least one mandatory training opportunity offered by OSPI. Staff will receive annual training on the school district's policy and procedure, including at a minimum, staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

4. Prevention Strategies

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches.

Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

E. Compliance Officer

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation, or bullying. If the allegations in a written report of harassment, intimidation, or bullying indicate a potential violation of Policy 3207, the district staff member who receives the report must promptly notify the district compliance officer.
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations.
4. Communicate with the school district's designated civil rights compliance coordinator. If a written report of harassment, intimidation, or bullying indicates a potential violation of the district's nondiscrimination policy [Policy 3210], or if during the course of an investigation, the district becomes aware of a potential violation of the district's nondiscrimination policy, the compliance officer must promptly notify the district's civil rights compliance coordinator. At that time, the compliance officers must promptly notify the complainant that their complaint will proceed under both this policy/procedure and the nondiscrimination policy / procedure. The investigation and response timeline for the nondiscrimination procedure begin when the school district knows or should have known that a written report or investigation or Harassment, Intimidation, or

Bullying involves a potential violation of the district's nondiscrimination policy;

5. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;

6. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;

7. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;

8. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and

9. In cases where, despite school efforts, a targeted student experiences harassment, intimidation, or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website: www.k12.wa.us/SafetyCenter/default.aspx.

F. Staff Intervention

All staff members will intervene when witnessing or receiving reports of harassment, intimidation, or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation, or bullying, may require no further action under this procedure, other than tracking, to ensure they are not repeated.

G. Filing an Incident Reporting Form

Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website: www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx

Any student or students who believe they have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation, or bullying may report incidents verbally or in writing to any staff member.

H. Addressing Harassment, Intimidation, or Bullying - Reports

Step 1: Filing an Incident Reporting Form

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of reporter

1. Anonymous

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes, use online reporting processes, or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.

2. Confidential

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells the playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

3. Non-confidential

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

Step 2: Receiving an Incident Reporting Form

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation, or bullying will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation, or bullying, no further action may be necessary under this procedure.

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying

All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation, or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.

2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation, or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan (<https://www.k12.wa.us/student-success/health-safety/school-safety-center/safety-planning-toolkit>) for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-065 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.

4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation, or bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.

5. The investigation will include, at a minimum:

a. An interview with the complainant;

b. An interview with the alleged aggressor;

c. A review of any previous complaints involving either the complainant or the alleged aggressor; and

d. Interviews with other students or staff members who may have knowledge of the alleged incident.

6. The principal or designee may determine that other steps must be taken before the investigation is complete.

7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.

8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:

a. The results of the investigation;

b. Whether the allegations were found to be factual;

c. Whether there was a violation of policy; and

d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations.

If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services.

If the incident cannot be resolved at the school level, the principal or designee will request assistance from the HIB compliance officer.

Step 4: Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary.

Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to [district policy 3241](#), Student Discipline. If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded.

If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

Step 5: Targeted Student's Right to Appeal

1. If the complainant or parent/guardian is dissatisfied with the **results** of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the **merits** of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council **must** be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the **record** and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

Step 6: Discipline/Corrective Action

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

Corrective measures for a student who commits an act of harassment, intimidation, or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that **involve** student discipline will be implemented according to [district policy 3241](#), Student Discipline.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

If staff have been found **to be** in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [WAC 181-87](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

Step 7: Support for the Targeted Student

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

H. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

Other resources

Students and families should use the district's complaint and appeal procedures as a first response to allegations of harassment, intimidation, or bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person's membership in a legally protected class under local, state or federal law. A harassment, intimidation, or bullying complaint may also be reported to the following state or federal agencies:

OSPI Equity and Civil Rights Office (for discrimination complaints)

360.725.6162

Email: equity@k12.wa.us

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights>

Washington State Human Rights Commission 800.233.3247

www.hum.wa.gov/index.html

Office for Civil Rights, U.S. Department of Education, Region IX 206.607.1600

Email: OCR.Seattle@ed.gov

www.ed.gov/about/offices/list/ocr/index.html

Department of Justice Community Relations Service 877.292.3804

www.justice.gov/crt/

Office of the Education Ombuds

866.297-2597

Email: OEInfo@gov.wa.gov

<http://oeo.wa.gov/>

OSPI Safety Center 360.725-6044

<https://www.k12.wa.us/student-success/health-safety/school-safety-center>

J. Other District Policies and Procedures

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined in this policy but which are, or may be, prohibited by other district or school rules.

Adoption Date: 8/2019

Classification:

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 18 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.

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/extended by parents with notice to school **two** 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 5 excused absences within any month or 10 cumulative excused absences in a school year RCW 28A.225.018	Schedule conference with the parent and the child for the purpose of identifying barriers to attendance and supports/resources available to assist the family. If the student has an individualized education program (IEP) or 504 Plan, the IEP or 504 team must convene. A conference or IEP/504 team meeting is not required if prior notice has been given or a doctor's note has been provided and an academic plan has been put in place.
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) or another assessment 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. 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)
Unexpected or excessive absences (for youth who are Dependent pursuant to 13.34 RCW) RCW 28A.225.023	Review unexpected or excessive absences with a youth who is dependent pursuant to chapter 13.34 RCW and adults involved with that youth to determine the cause of the absences, considering the unique circumstance of a youth who is dependent. A district employee must proactively support the youth's schoolwork, such as the required building point of contact for students who are dependent.

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.

DEMONSTRATE INTEGRITY

Middle School

Language and Respect Yourself and Others

Use polite language and respectful tone of voice.
Treat everyone with kindness and respect.

Dress Professionally

Dress in a manner that is appropriate for school and with integrity.
Clothing should appropriately cover the body and not reveal undergarments, nor distract the learning of others

Come Prepared to Class and on time

Be in your seat prior to the start of class.
Leave all personal items, including your phone in your locker.
Come prepared to participate in class for the entire period.
Take care of personal business during passing time.
Passes are required if outside of the class during scheduled class time

Cell Phones

No cell phone use during the school day.

Emergencies-with permission use the classroom or office phone.

Computers

Academic use only.

Covers down when the teacher is speaking.

Only use your assigned computer.

Take care of your computer.

At the end of each day return your computer to your assigned place and plug it in.

Respect the School

Clean up after yourself, keep your area clean.

Appropriately dispose of garbage and unwanted items.

Use quiet voices when indoors.

Maintain personal space.

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

HALLWAY PROCEDURES

Respect Self & Others

Line up quietly and in a single file.

Walk in halls, keeping your hands and feet to yourself.

Walk quietly and use whisper voices so other students will not be disturbed in their classrooms or hallway groups.

Keep your hands to yourself. Avoid touching the walls and bulletin boards.

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 garbage, pick it up and throw it away.

Act Safely

Walk on the right side of the hallway.

Walk in single file, facing forward.

Keep hands to your side and feet to yourself.

Be Responsible

Walk straight to where you are going without making any detours.

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

Students are only allowed in the hallways before or after school unless they are with an adult or have a pass.

Student-Athlete Academic Eligibility Policy

Athletic Directors will complete grade checks each Monday morning by checking student progress on the Summit Platform, Skyward, and Google Classroom. Before consequences are enforced, Athletic Directors will discuss their findings with appropriate teachers. The criteria for academic probation/suspension is as follows:

Summit Classes: Behind on a project OR is behind 2 or more focus areas in **one class** or **3 or more total focus areas**.

Examples:

Student A is behind 2 focus areas in Geometry.

Student B is behind 1 in Geometry, 1 in Biology, and 1 in English 10.

Non-Example: Student B is behind 1 focus area in Geometry and 1 focus area in Biology.

Non-Summit Classes: Any failing grade (below 60%).

Consequences:

Students, Coaches, and Parents will be contacted Monday morning to discuss eligibility status. Consequences go into effect Monday morning and expire Sunday night.

- **First Violation:** One week probation (Can go to practice and play in games, but is a "warning" week and students are required to go to study hall if offered after school).
- **Second Violation:** Suspension for an entire week (May not play in games Monday through Sunday and may not travel with the team if missing school to do so. May go to practice AFTER they attend study hall after school).
- **Third and Subsequent Violations:** Athletes are suspended like above in "second violation", but are not required to miss an entire week. Students will work with teachers to improve grades, and the moment they become eligible they can play in games.

*Note: violations reset each sports season (fall, winter, spring).

Forms

Extended Leave/Prearranged Absence

School Year: _____

I _____ am requesting permission for Northport Schools to
excuse my child/ren: _____ on the following dates
_____. I agree that my child/ren will complete the work provided by the
teacher, upon return. We plan on returning on the following date _____.

Explanation of leave:

Parent Name: _____ Date: _____

Parent Signature: _____

-----**For Office Use Only:**-----

Teachers Signature: _____

Principals Signature: _____

Approved: _____ Denied: _____

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 Highly Capable 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	

☐ 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

2023-2024 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 # _____

Washington State Harassment, Intimidation or Bullying (HIB)

Northport School District Incident Reporting Form

Reporting person (optional): _____

Targeted student: _____

Your email address (optional): _____

Your phone number (optional): _____ Today's date: _____

Name of school adult you've already contacted (if any): _____

Name(s) of aggressor(s) (if known) _____

On what dates did the incident(s) happen (if known): _____

Where did the incident happen? Check all that apply.

- | | | |
|--------------------------------------|--|--|
| <input type="checkbox"/> Classroom | <input type="checkbox"/> Sport field | <input type="checkbox"/> During a school activity |
| <input type="checkbox"/> Hallway | <input type="checkbox"/> Gym | <input type="checkbox"/> Off school property |
| <input type="checkbox"/> Restroom | <input type="checkbox"/> Parking lot | <input type="checkbox"/> On the way to/from school |
| <input type="checkbox"/> Playground | <input type="checkbox"/> School bus | |
| <input type="checkbox"/> Locker room | <input type="checkbox"/> Online/Internet | |
| <input type="checkbox"/> Lunchroom | <input type="checkbox"/> Cell phone | |

Other (Please describe.) _____

Please check the box that best describes what the bully did. Please choose all that apply.

- | | |
|---|---|
| <input type="checkbox"/> Blocked movement | <input type="checkbox"/> Offensive writing or graffiti |
| <input type="checkbox"/> Damage to my property | <input type="checkbox"/> Physical harm or threats of harm |
| <input type="checkbox"/> Derogatory comments | <input type="checkbox"/> Pranks |
| <input type="checkbox"/> Disrespectful comments | <input type="checkbox"/> Put downs |
| <input type="checkbox"/> Electronic / Cyberbullying | <input type="checkbox"/> Racial slur(s) |
| <input type="checkbox"/> Excluding me from activities | <input type="checkbox"/> Repeated behavior |
| <input type="checkbox"/> Hazing (Club, team, class, other) | <input type="checkbox"/> Sexual stories/jokes/pictures |
| <input type="checkbox"/> Gender slurs Other: (Please describe.) | <input type="checkbox"/> Sexual Orientation Slurs |
| <input type="checkbox"/> Gestures (Explain) | <input type="checkbox"/> Slurs, rumors, jokes |
| <input type="checkbox"/> Gossip | <input type="checkbox"/> Spreading rumors |
| <input type="checkbox"/> Intimidation directed at me | <input type="checkbox"/> Threats (to me, friends, school) |
| <input type="checkbox"/> Name calling | <input type="checkbox"/> Touching / grabbing |

☐ Other: (Please describe.)

Why do you think this occurred?

Were there any witnesses? Yes No If yes, please provide their names:

Did a physical injury result from this incident? If yes, please describe.

Was the targeted student absent from school as a result of the incident? Yes No

If yes, please describe.

Are there any notes, pictures, texts, screenshots or other evidence of the event(s) you are reporting?

Is there any additional information you can add?

Thank you for reporting!

-----For Office Use-----

Received by: _____

Date received: _____

Action taken: _____

Parent/guardian contacted: _____

Circle one: Resolved Unresolved

Referred to: _____

**Northport School District
Parent-Student Handbook 2023-2024**

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-8 please return the signature page to your teacher.