

North Middle School



Home of the Vikings



Student/Parent/Guardian Handbook 2023-24

North Middle School

612 E. Yampa
Colorado Springs, Colorado 80903
719-328-2400

Colorado Springs School District 11 seeks to comply with applicable laws prohibiting discrimination in relation to disability, race, creed, color, sex, sexual orientation (as defined by state law, national origin, religion, age, and protected activity in its program and activities. D11 also provides equal access to the Boy Scouts and other designated youth groups. Any harassment/discrimination of students and/or staff, based on the aforementioned protected areas, is prohibited and must be brought to the immediate attention of the school principal, the D11 administrator/supervision, or the D11 nondiscrimination compliance/grievance coordinator. The following person has been designated to handle inquiries regarding D11's non-discrimination policies: The District 11 Non-Discrimination Compliance Coordinator, Alvin Brown, Jr., JD, 711 Ease San Rafael St., Colorado Springs, CO. 80903. browna@d11.org, phone: (719) 520-2271, fax: (719) 520-2422.

NORTH MS IS YOUR PARTNER IN EDUCATION

At North we not only encourage, but actively solicit your participation in a partnership to make North a better school and your student a better learner. **Communication** is key to this partnership.

- **Newsletters:** North’s Viking Newsletter goes out the first week of each month via Blackboard.
- **Weekly update:** Sunday afternoons we send an email through the D11 Loop and make a phone call to highlight events for the coming week.
- **Powerschool Parent Portal:** Powerschool is a Web application that provides parents/guardians with direct access to their student’s data via the Internet, including grades, assignments, schedules, and attendance.
- **Powerschool Student Portal:** Every student receives a password that allows them to see their grades and assignments on the Internet. Students’ passwords change each year.
- **Conferences:** In addition to the October conferences families may request conferences at any time by talking to your student’s teachers.
- **North Web site:** The North website will keep you current with access to breaking information, calendars, all newsletters and more. <http://north.d11.org>

Contact Us:

Principal	Stephanie Leasure	328-2400
Assistant Principal – 7 th Grade	Justin Weikum	328-2403
Assistant Principal – 8 th Grade	Grant Ambroz	328-2405
Assistant Principal – 6 th Grade	Heidi Gugler	328-2404
Counselor – 6 th Grade	Colleen Carmon	328-2407
Counselor – 7 th Grade	Kelly Gallegos	328-2406
Counselor – 8 th Grade	Whitney Williams	328-2409
Counselor – Special Education	Deborah Hronsky	328-2408
Administrative Assistant	Lanie Roberds	328-2410
Business Secretary	Latoya Severa	328-2411
Attendance Office	Andrea Manuszak	328-2413
24 Hr. Attendance Message Line		328-2435

NORTH PROGRAMS AND SERVICES

North Middle School has a wide variety of educational programs that enable us to best serve our diverse community. For more information on any of these opportunities, please contact the program coordinator:

- AVID – Rose Davis, 328-3296
- Counseling Department – Dulcy Uhl, 328-2420
- English Language Learners – Rafaela Bright, 328-5442
- Gifted and Talented – Ray Sevits, 328-2475
- IBMYP – Adam Millman, 328-2429
- SpEd – Deborah Hronsky, 328-2408
- WEB – Rick Quinn, 328-2481

AVID

AVID is a college and career readiness program where students learn organizational and study skills, work on critical thinking and asking probing questions, get academic help from peers and tutors, and participate in enrichment and

motivational activities. AVID's mission is to close the achievement gap by preparing all students for college readiness and success in a global society.

At North, we offer AVID in the 7th and 8th grade for motivated students in the academic middle, especially those populations underrepresented in colleges and universities. Interested students are encouraged to fill out an application and be interviewed for the program.

COUNSELING DEPARTMENT

The North Middle School Counseling Center mission is to provide a nurturing yet challenging environment which supports student achievement at the development of the whole child. The North Middle School counseling department will develop and implement a comprehensive school counseling program promoting equity and access for all students. We encourage student growth in academic, social/emotional and career development using data driven, research-based approaches. We work in partnership with all stakeholders to develop the mindsets, behaviors and competencies needed to be lifelong learners who are productive and successful citizens. Please visit our website on the North webpage for more information and resources.

ENGLISH LANGUAGE LEARNERS

Ms. Bright coordinates the students in the building who do not have English as their primary language, offering support and encouragement through classes specifically designed for them.

GIFTED AND TALENTED AND ACCELERATED PROGRAMS

North provides classes for those students who need to be challenged more. These classes generally go more in-depth and move at a faster pace than the standard IB classes. Students identified as Gifted and Talented will be part of the Gifted and Talented Academy where they will travel together and be in classes especially geared for them. Students will also take part in social-emotional activities with Mr. Sevits to foster the building of relationships and community.

IBMYP

North Middle School is a wall-to-wall International Baccalaureate Middle Years Program school. Every student that walks into our doors is an IB student. IB “aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.” The IBMYP is a program for teaching any student at any level. Through the program North strives to help students develop an appreciation and respect for the world-wide community of Earth. **Service Learning at North Middle School:** We encourage all our students to become involved and to give back to their community. In IB World Schools, we value service with others—including service learning—as an important way to engage and take responsibility for the world we live in.

SPECIAL EDUCATION

North is fortunate to host a strong Special Education department with a variety of programs, enabling the school to meet the wide spectrum of educational and special needs of its students. A team of special education teachers and paraprofessionals at each grade level provide direct instruction in intervention classes in math and literacy, as well as support in co-taught general education classes. Additionally, North is home to programs that support students with significant support needs (SSN) and serious emotional disabilities (SED). The SSN program focuses on life skills (cooking, money management, housekeeping and laundry) as well as continued academic support while the SED program targets social emotional learning and support in the executive functioning skills of impulse control, emotional control, flexible thinking, working memory, self-monitoring, planning and prioritizing, and task initiation.

WEB

North offers WEB (Where Everyone Belongs) to support new 6th grade students at North Middle School and build a strong positive community at North. Select 8th grade students are chosen to facilitate the first days for 6th graders at the beginning of the year. They create a pep rally type assembly, facilitate small team building activities, and help incoming 6th graders through some of the woes of middle school (lockers, lunchroom, finding their way) as well as continue to support the 6th graders throughout their first year at North.

North Middle School 2023-2024

Standard Day Bell Schedule/Horario normal de clases

- 1st Bell:** 7:30am: Students enter cafeteria.
Todos estudiantes entran a la cafetería.
- 2nd Bell:** 8:40-8:45am: Students enter into the main building from the cafeteria.
Los estudiantes entran al edificio principal desde la cafetería.

6th Grade

- P 1:** 8:45-9:32
- P 2:** 9:35-10:22
- P 3:** 10:25-11:26
- P 4:** 11:29 -12:30
- P 5:** 12:33 -1:12
- Lunch:** 1:17-1:47
- P 7:** 1:51-2:51
- P 8:** 2:54-3:54

7th Grade

- P 1:** 8:45-9:49
- P 2:** 9:52-10:52
- P 3:** 10:55-11:42
- P 4:** 11:45-12:32
- Lunch:** 12:37-1:07
- P 6:** 1:11-2:11
- P 7:** 2:14-3:14
- P 8:** 3:17-3:54

8th Grade

- P 1:** 8:45-9:46
- P 2:** 9:49-10:49
- P 3:** 10:52-11:52
- Lunch:** 11:57-12:27
- P 5:** 12:31-1:31
- P 6:** 1:34-2:14
- P 7:** 2:17-3:04
- P 8:** 3:07-3:54

North Middle School 2023-2024

LATE START BELL SCHEDULE/HORARIO MODIFICADO POR EL CLIMA

- 1st Bell:** 9:30am: Students enter cafeteria
Todos estudiantes entran a la cafetería.
- 2nd Bell:** 10:40-10:45am: Students enter into the main building from the cafeteria.
Los estudiantes entran al edificio principal desde la cafetería.

6th Grade

- P 1:** 10:45-11:17
- P 2:** 11:20-11:52
- P 3:** 11:55-12:40
- P 4:** 12:43-1:28
- Lunch:** 1:32-2:02
- P 5:** 2:06-2:18
- P 7:** 2:21-3:06
- P 8:** 3:09-3:54

7th Grade

- P 1:** 10:45-11:30
- P 2:** 11:33-12:18
- P 3:** 12:21-12:53
- Lunch:** 12:57-1:27
- P 4:** 1:31-2:03
- P 6:** 2:06-2:51
- P 7:** 2:54-3:39
- P 8:** 3:42-3:54

8th Grade

- P 1:** 10:45-11:30
- P 2:** 11:33-12:18
- Lunch:** 12:22-12:52
- P 3:** 12:56-1:41
- P 5:** 1:44-2:29
- P 6:** 2:32-2:44
- P 7:** 2:47-3:19
- P 8:** 3:22-3:54

OUR GOAL

Our goal is to create a safe and respectful learning environment for everyone at North. Our operational guidelines regarding student behavior include the teaching of behavioral expectations, rewarding appropriate behavior and imposing interventions and consequences for not meeting those expectations. These consequences are in line with the District Eleven Code of Conduct and can be accessed at <https://www.d11.org/boe/policies/student-conduct-discipline-and-attendance-code>.

Safety first! Parking/Student Drop off and pick up

Community parking for North MS is available at the front of the building, in the lot on the corner of Yampa and El Paso, and in the Administration Building lots. **Remember that the law provides for open access to and dedicated use of designated HANDICAPPED SPACES for those with legitimately issued placards only.** Please do not park in or block these spots. We appreciate you modeling appropriate compliance with the law for our students.

Due to the high percentage of families that bring students to North MS, traffic in the mornings and afternoons can be challenging. Please DO NOT park on El Paso St. on the east side of the school – that area is reserved for busses. We also ask that you do not double-park out front, as it becomes a safety hazard for our students as they dodge through traffic to get to their rides home. It is best to choose a specific spot for your student(s) to meet with you ahead of time. Patience keeps everyone safe!

Access to North for Students & Passing Periods

- Students can enter the cafeteria **from 7:30 am until 8:45am**, unless students are escorted by a parent/guardian who has checked in at the Attendance window.
- The first bell rings at 8:40am. **At this time ALL students will enter through the cafeteria doors. Breakfast will be available for ALL students.**
- At 8:45 a.m., students will be dismissed from the cafeteria. Students have 5 minutes before the 8:50 a.m. bell rings, at which time students are expected to be seated in their first period classroom.
- Each passing period between classes and lunch is 3 minutes.
- The students must exit the building by 4:00 p.m. unless they have prior North staff approval and the approval of their parents/guardians. After 4:00 p.m. all students inside the building must be with an adult.

Positive Behavior Intervention & Support (PBIS)

The mission of the PBIS program is to implement comprehensive positive behavioral interventions and supports by defining, teaching, and reinforcing appropriate behaviors. Positive Behavior Intervention & Support enables educators, caregivers, community stakeholders, and the target individual to create conditions that will help the individual achieve his/her goals in a socially acceptable manner.

Our staff supports PBIS by establishing:

- a common approach to discipline,
- positively stated expectations for all students and staff,
- procedures for teaching these expectations to students,
- a continuum of supports for encouraging demonstration and maintenance of these expectations,
- a continuum of procedures for discouraging rule-violating behavior,
- integration of the IB Learner Profile into our PRIDE matrix
- procedures for monitoring and evaluating the effectiveness of the discipline system on a regular and frequent basis, and
- methods for involving families and communities.

North P.R.I.D.E.

At North Middle School we define and encourage school-wide PRIDE. We demonstrate PRIDE with **P**articipation, **R**espect, **I**ntegrity, **D**etermination and **E**xcellence in all we Do. Students earn PRIDE cards when they are “caught” demonstrating behaviors that reflect PRIDE in themselves, each other, their school and community.

Student Recognition

North MS celebrates student achievement in several ways.

- **PRIDE cards:** Students earn PRIDE cards for demonstrating aspects of the PRIDE matrix. Cards are given by all North Staff and can be redeemed in the School Store for a variety of items.
- **Honor Roll:** Honor Roll is figured on the student’s Grade Point Average. 3.0 – 3.4999 = Honors. 3.5-3.999=Distinguished Honors. 4.0=Principal’s Honors. Honor Rolls are done quarterly.
- **Assemblies:** North holds semesterly student assemblies. Academic honors and other recognitions are shared with the student body at this time.

Bully Free Schools

In accordance with Colorado Statute 22-33-109.1, Colorado Springs School District 11 is committed to protecting students and staff from discrimination, bullying and harassing behaviors. Bullying, hazing, intimidation, and harassment (hereafter collectively noted as “bullying”) of any kind will not be tolerated in District 11 schools, regardless of how they are communicated. Programs throughout the District are designed to help educate students, staff, and parents/guardians on identifying bullying behaviors in schools, providing strategies for addressing bullying behaviors, and implementing administrative procedures for the reporting and disciplining associated with such behaviors. Any student who commits an act of harassment or bullying is subject to disciplinary action. Students should report bullying behaviors immediately to a school staff member, the school principal or principal’s designee, or call Safe2Tell at 1-877-542-SAFE.

Cyberbullying occurs when a person is bullied, harassed, humiliated, threatened, embarrassed, or targeted in some way by another person through the use of the internet, cell phones and other forms of digital technology. Behavior is deemed cyberbullying when there is intent to cause emotional distress and/or the behavior is continuous. False representation of staff or students through social media is cyberbullying and severe consequences may be imposed. Students “liking” social media deemed to be cyberbullying will be considered contributors to the cyberbullying. Cyberbullying may also include threats, sexual remarks, pejorative labels (i.e., hate speech). This will not be tolerated at Palmer and may be referred to the School Resource Officer.

Restorative Justice

Colorado Springs School District Eleven, in partnership with Pikes Peak Restorative Justice Center, began a project to integrate Restorative Justice Principles into our discipline protocols. Our goals are to reduce the number of students being suspended and expelled, to reduce the number of learning days lost to suspension and expulsion, and for the community to benefit from changes in behavior.

Restorative justice is a voluntary, 6-step process that emphasizes repairing the harm caused by serious misbehavior. The central questions that are addressed are:

- What happened?
- Who did it impact and how?
- What can be done to repair the harm (to the greatest extent possible)?

When victims, offenders and community members meet to answer these questions, the results can be transformational. Within the Restorative Justice process, harm is repaired to the victim, the offender accepts responsibility, the community has a voice, and respect is demonstrated for all involved. Ultimately, discipline problems are reduced, communities are made safer, community resources are readily accessed, and tax dollars are saved.

RTI & Multi-Tiered System of Supports (MTSS)

Multi-Tiered System of Supports (MTSS) in District 11 provides a prevention-based framework utilizing a comprehensive system of supports and layered interventions, including RTI (Response to Intervention), designed to flexibly meet the needs of all students. The framework applies a data-driven approach to ensure tiered supports for behavior and academic needs are improving student outcomes.

We believe that...

- All students can learn and achieve high standards as a result of effective teaching.
- All students must have access to a rigorous, standards-based curriculum and research-based instruction.
- Intervening at the earliest indication of need is necessary for student success.
- A comprehensive system of tiered intervention is essential for addressing the full range of needs.
- Student results improve when ongoing academic and behavioral performance data are used to inform instructional decisions.
- Collaboration among educators, families and community members is the foundation for effective problem-solving and instructional decision making.
- Ongoing and meaningful involvement of families increases student success.
- All members of the school community must continue to gain knowledge and develop expertise to build capacity and sustainability.
- Effective leadership at all levels is crucial for the implementation of RtI.

If you have questions about your student's academic or behavioral progress, you can partner with us by:

- Notifying your child's teacher, counselor or case manager and ask for a problem-solving team meeting,
- Gathering home information related to your child's specific strengths, homework samples, attitude about school, test scores, previous school experiences, peer relationships, and challenges,
- Participating in problem-solving discussions with the school staff about your child's specific strengths and needs,
- Developing interventions and monitoring your child's progress in collaboration with school staff.

Athletics

School District 11 offers organized sports and intramural programs for our students. Students wishing to participate in sports *must have a current physical on file before they will be able to participate in practices*. Physical forms are available in the office or from coaches.

Athletic Eligibility

Attendance:

- All student athletes must be present half a day (4 hours) on competition day to participate in the athletic event or athletic practice that evening.

Discipline:

- If athletes receive one Level 2 discipline referral, they will be suspended from the next competition.
- If an athlete receives two discipline referrals or more, a meeting will occur to decide if the athlete will be eligible to participate in further competitions or will be removed from the athletic team.

Grades:

- If student athletes have one F or two D's, they are suspended for the next competition. They will have the opportunity to make up that work within the week to participate in the following athletic event.

Sport Options:

Fall Sports

- Football
- Girls' Track
- Wrestling
- Cross Country (club)
- Boys Golf (club)
- Girls' Softball (club)

Winter Sports

- Girls' Basketball
- Boys' Basketball

Spring Sports

- Girls' Volleyball
- Boys' Track
- Girls' Volleyball (club)
- Girls' Golf (club)
- Soccer (club)

If you plan to participate in these activities, be sure to have your physical and permission forms filled out and be ready to go on the appropriate date!

Intramural and club sports vary each year since they depend on the staff for sponsorship. Information will be sent home when activities become available.

Attendance

When students miss school, they miss valuable opportunities to learn with classmates and instructors at North Middle School. ***Colorado Law requires students between the ages of 6 and 17 to attend school.***

- ***If your student is absent***, please call the 24-hour attendance line at 328-2435 within 48 hours. Follow the directions when calling and the student's absence will be recorded.
- An automated phone call home will be made each day for unexcused absences. After 4 unexcused absences follow up by the school will be initiated.
- To minimize class interruptions, ***if your student is leaving during the school day***, please have him/her bring a written note to the Attendance Office in the morning. The student will be given a pass to leave class at the appropriate time and will meet you in the Attendance Office.
- ***Please always bring in a picture ID when picking up a student from school.*** Students will ONLY be released to those persons whose names are on the contact sheet and who present a valid photo ID.

Busses

District 11 provides bussing to students who live in the approved bussing area for each school. Students must have their current year school ID to board the bus. To ride a bus that is not your assigned route home both families have to send in a written request, signed by the parent, to the Main Office in the morning. After Administration approval, the student will have a temporary pass created for them. This pass should be picked up in the Main Office at the end of the school day.

Bus transportation is NOT coordinated through the school. Please call **District 11 Transportation at 520-2940** for assistance with questions or concerns.

Discipline Procedures

We believe North Middle School shares certain obligations with the home along with other organizations and institutions in our society. These shared obligations are to provide opportunities and encouragement for students to develop their intellectual, moral, social, creative, vocational and physical potentials to the highest possible degree within an environment conducive to positive self-image, attitudes and behavior. This environment, a responsibility of staff, parents and students working cooperatively, should permeate the total District program. With this goal in mind the district uniform discipline procedure was enacted, and complies with the District 11 Code of Conduct, all BOE policies, and State Law.

Student Rights and Responsibilities

By the time students enter middle school they are expected to follow acceptable standards of behavior. Students at North Middle School are expected to demonstrate a sense of responsibility for their learning, their behavior toward others and for their own social, emotional, and physical development. As members of North's student body, you possess certain rights which are balanced by responsibilities. When responsibilities are not accepted and there is infringement upon the rights of others, appropriate disciplinary action will be taken. Rules regulating behavior in the social realm reflect the school authorities' obligation to respect the constitutional rights of students.

Please see the district's Student Conduct, Attendance and Discipline Code located at <https://www.d11.org/boe/policies/student-conduct-discipline-and-attendance-code> for details regarding student dress code, attendance, personal electronics usage, and other discipline topics. It also covers possible consequences and due process procedures.

Hats and hoods

Hats and hoods are not to be worn inside of the school building. The only exception is on designated "hat days or spirit days" as determined by the North administration. Hats are also not allowed to be clipped to a belt loop or hanging off another piece of clothing during the school day.

Electronics/Cell Phone Policy

North is joining all other D11 middle schools to implement a cell phone and electronics policy beginning August 1 of 2020. Please read the following FAQs thoroughly before contacting the school office with any questions.

❖ What defines "using a cell phone"?

- Cell phone use is defined as any viewing or use of a cell phone (phone calls, texting, social media, checking the time, etc.) between the time a student enters the building and the time he/she leaves the building. Students should avoid the appearance of cell phone use. It is one thing for a student to have the phone accidentally fall out of their bag or locker and they pick it up and place it back in place. It is a completely different situation when a student appears to be actually using the phone. Students who put their phones away when entering the building, keep them in the locker during the day, and don't access them until after they have left the building will have no issues with this policy.

❖ What is the rationale for not allowing students access to their phones during the school day, to include lunch and passing periods?

- Social-emotional health:
 - o Prioritizing school as a distraction free place for learning.

- o Removing the temptation for students to constantly check their phones instead of having their undivided attention focused on learning.
 - Cyber-bullying:
 - o Eliminating the opportunity for students to be victimized by others taking pictures and videos of them without their permission.
 - o Limiting/eliminating the opportunity for students to text, message, or post things on social media during the school day.
 - Minimizing inappropriate use of social media:
 - o The inappropriate use of social media is a growing problem throughout the country. Students will not have the opportunity to use social media during the school day.
- ❖ **What if I need to text my student something important during the day? How can I get a message to my student?**
- Call the main office at (719)328-2400, and we will get the message to your student(s). You are welcome to still text them, knowing they will not get the message until they leave the school building.
- ❖ **How do I reach my student for a personal emergency?**
- Please call the main office at (719)328-2400. Depending on the sensitivity of the message, we have office personnel or security officers to deliver the message.
 - If you need to speak to your student directly, we can have your student return your call from their classroom or come to the office to make the call.
- ❖ **I want my student to have his/her cell phone with them at all times**
- Students with a documented need to have their phone on them from a licensed professional will be permitted to have their phones, including students with needs documented on an IEP. The phone may be used for academic purposes only. Students with this accommodation who use their cell phone for any other purpose will follow a similar progressive disciplinary plan as outlined further on in this letter.
 - A student who has a Health Plan on file with the school nurse stating that a cell phone is used to monitor a diagnosed health need is a legitimate reason for the student to have their phone on them at all times. Please consult with our school nurse if your student falls into this category. The nurse will make sure all appropriate staff are aware of the documented need. Students with this accommodation who use their cell phone for any other purpose will follow a similar progressive disciplinary plan as outlined further on in this letter.
- ❖ **When can a student access his/her cell phone at school?**
- Students may access their phones before they enter the school building in the morning and after they leave the building (3:50pm). While students are on their way to or from their lockers, phones must be kept in a pocket or backpack (not seen, not heard). They will be able to use their phones once they are out of the building.
- ❖ **What if my student needs to call me during the school day?**
- Students may request permission from their teacher to use the classroom phone or to go to the office to make a phone call.
- ❖ **What is the progressive discipline model for students who disobey the policy?***
- 1st Offense - The phone will be confiscated by a staff member. The student may pick up his/her phone in the office after 3:50pm.
 - 2nd Offense – The phone will be confiscated by a staff member. The student may pick up his/her phone in the office after 3:50pm.
 - 3rd Offense – A parent or parent designee over 18 years old must pick up the phone in the office.
 - 4th Offense - A parent or parent designee over 18 years old must pick up the phone in the office.
 - 5th Offense – A parent or parent designee over 18 years old must pick up the phone in the office. Student must bring the phone to the office to be stored during the school day if the phone is brought to school for a period of time set by administration.

- 6th Offense - In school suspension for repeated disobedience. Parent or parent designee over 18 years old must pick up the phone in the office. Student must bring the phone to the office to be stored during the school day if the phone is brought to school for a period of time set by administration.
- ❖ **What devices fall under this policy?**
 - For this policy, the term “cell phone” refers to any device that can act like a cell phone with voice, text and/or online features or that is used with a cell phone (ear buds, headphones, etc.). This includes but is not limited to cell phones, watches with cell phone capabilities, tablets, etc.
- ❖ **What if I can’t get to school to pick up a phone that was confiscated?**
 - Parents may send another adult, 18 years or older, to pick up the phone from the main office. The phone will not be given back to the student after the 2nd offense. (See progressive discipline model)
- ❖ **What if another student uses my student’s cell phone during school hours?**
 - Students are responsible for their own possessions. Lockers are provided to students for maintaining personal items. Students are strongly advised to keep their lockers locked at all times and to not share lockers with other students. Therefore, both the student who used the cell phone and the student whose cell phone was used would be in violation of the cell phone policy and subject to the progressive discipline model.
- ❖ **What if my student’s cell phone is stolen?**
 - Colorado Springs School District 11 is not responsible for lost, stolen, or damaged personal devices brought to school. Students are issued lockers each school year. Please stress with your student the importance of not giving their locker combination to other people or sharing their locker in order to keep their personal belongings safe.

Field Trips

When there is an opportunity to take students to an event or place to further their academic education, field trips are organized. Field trips are defined as “any activity which takes students off of school property OR out of regularly scheduled classes”. **Every field trip requires a signed permission slip in order for the student to participate.** Voice permission is not acceptable for legal reasons.

Hall Passes

Students are required to carry a Hall Pass when in the halls during instructional time. Only one student is allowed per pass unless otherwise noted. Hall passes will not be given during the first 10 minutes or last 10 minutes of class. As always, students will be allowed to go to the restroom in the event of an emergency. If a student enters into a classroom and does not have a pass, they may be directed to their previous teacher for a pass or the main office to resolve their current situation.

Library and Computer Labs

The library (Media Center) is open from 8:00 a.m. to 4:30 p.m. daily under the supervision of our Library staff. Students are required to obtain a Hall Pass from their classroom teacher or from the library team **in advance** of their desired time to use the library during non-school hours (i.e. 8:00 a.m. to 8:40 a.m. or during their lunch time-*in which case students are expected to eat their lunch first before they go to the library*). The Library is a multi-use facility, so it may not always be available.

North MS has a variety of Computer Labs. Many class assignments now require computer access – if you do NOT have computer access at home, arrangements for time at school should be made through the classroom teacher.

Food and drinks are not allowed in the library or computer labs. Student access to the Internet is always under adult supervision.

Lockers

Every student at North has the option to be issued a locker, most of which will have a combination lock. There are a few lockers which require students to provide a lock. In this case the family is asked to provide an extra key/note of the combination to the Counseling Department. Students may go to their lockers before school, before lunch, after lunch, and after school. Students will need to carry the necessary items for the classes either with them or in their backpack. Using a locker is optional, and a student can lose this option if misused.

Profanity/Cussing

In order to create a safe and respectful learning environment, students are expected to talk to adults and one another in a respectful manner. Students are expected to refrain from using profanity or cuss words in a verbal or non-verbal manner throughout the school day.

PDA (Public Display of Affection)

Physical contact has no place in a learning environment and can result in significant school and/or legal consequences.

School Pictures/IDs

North Middle School requests that **all students visibly wear their ID cards at all times**. All students will have their pictures taken for the ID cards at the time yearbook pictures are taken. Each student will be given an ID card at the beginning of school. Replacement cards will be available for \$5 from the library.

For those students who use School District 11's transportation, please be aware that Student ID's are required to ride the school bus.

Tardies

Tardies are combined for all classes. Administrative discipline can begin with the 15th cumulative tardy in all classes or the 4th tardy received in any particular class during the period of a quarter. A progressive discipline model will be followed for tardies. Tardies start over each quarter, although other behavioral infractions continue over each quarter, semester, or year depending on the severity of the infraction.

Tattoos/Body Marking

The expectation for all students is to have any tattoos covered during the school day so they don't disrupt the learning environment. This applies to temporary transfers as well as permanent marks.

The expectation is that our students will not write on their body—if a student comes into a class with “visible” writing on their skin, the teacher may send them to restroom to wash off his or her arms, etc.

MISCELLANEOUS HELPFUL INFORMATION

IB Learner Profile

The Learner Profile lays out the characteristics we strive to encourage in all North Vikings.


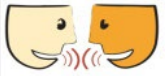

Inquirers	They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.
Knowledgeable	They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.
Thinkers	They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.
Communicators	They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.
Principled	They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.
Open-minded	They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.
Caring	They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.
Risk-takers	They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.
Balanced	They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.
Reflective	They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

North Assessment and Grading Guidelines

IBO Criterion Descriptors				
IBMYP Subject Area	Criterion A	Criterion B	Criterion C	Criterion D
Language and Literature	Analyzing 0-8	Organizing 0-8	Producing text 0-8	Using language 0-8
Language Acquisition	Comprehending spoken and visual text 0-8	Comprehending written and visual text 0-8	Communicating in response to spoken, written, and visual text 0-8	Using language in spoken & written form 0-8
Mathematics	Knowing and understanding 0-8	Investigating patterns 0-8	Communicating in mathematics 0-8	Applying mathematics in real-world contexts 0-8
Sciences	Knowing and understanding 0-8	Inquiring and designing 0-8	Processing and evaluating 0-8	Reflecting on the impacts of science 0-8
Individuals and Societies	Knowing and understanding 0-8	Investigating 0-8	Communicating 0-8	Thinking critically 0-8
Physical and Health Education	Knowing and understanding 0-8	Planning for performance 0-8	Applying and performing 0-8	Reflecting and improving performance 0-8
Arts	Knowing and understanding 0-8	Developing skills 0-8	Thinking creatively 0-8	Responding 0-8
Design	Inquiring and analyzing 0-8	Developing ideas 0-8	Creating the solution 0-8	Evaluating 0-8

IB 1-7 SCALE DESCRIPTORS

7	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them almost faultlessly in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student consistently demonstrates originality and insight and always produces work of high quality .
6	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a wide variety of situations. Consistent evidence of analysis, synthesis and evaluation is shown where appropriate. The student generally demonstrates originality and insight.
5	A consistent and thorough understanding of the required knowledge and skills, and the ability to apply them in a variety of situations. The student generally shows evidence of analysis, synthesis and evaluation where appropriate and occasionally demonstrates originality and insight.
4	A good general understanding of the required knowledge and skills, and the ability to apply them effectively in normal situations. There is occasional evidence of the skills of analysis, synthesis and evaluation.
3	Limited achievement against most of the objectives, or clear difficulties in some areas. The student demonstrates a limited understanding of the required knowledge and skills and is only able to apply them fully in normal situations with support .
2	Very limited achievement against all the objectives. The student has difficulty in understanding the required knowledge and skills and is unable to apply them fully in normal situations, even with support .
1	Minimal achievement in terms of the objectives

CITIZENSHIP RUBRIC					
	5 Exemplary	4 Effective	3 Emerging	2 Unsatisfactory	1 Not Progressing
 <p>Principled (<i>Integrity and excellence</i>)</p>	<ul style="list-style-type: none"> Exemplary effort Assignments always completed on time Always on time Always has necessary supplies 	<ul style="list-style-type: none"> Consistent effort Assignments completed on time Consistently on time to class Consistently has supplies 	<ul style="list-style-type: none"> Inconsistent effort Assignments frequently late Frequently late to class Frequently missing supplies 	<ul style="list-style-type: none"> Very little effort Assignments almost always late Almost always late to or absent from class Almost always missing supplies 	<ul style="list-style-type: none"> No effort Assignments incomplete Habitually absent No supplies
 <p>Communicators (<i>Respect and Integrity</i>)</p>	<ul style="list-style-type: none"> Consistently offers ideas and asks questions that clarify and extend discussions for all Collaborative group work skills Positive leadership qualities 	<ul style="list-style-type: none"> Offers ideas and asks questions in class which help clarify for all Contributes to group work 	<ul style="list-style-type: none"> Rarely asks questions or offers ideas in class Seldom contributes to group work 	<ul style="list-style-type: none"> Often impedes the learning of others Often the questions/comments distract from learning Often disrupts group work 	<ul style="list-style-type: none"> Always disrupts group work Questions/comments distract from learning Impedes the learning of others
 <p>Well-Balanced & Caring (<i>Determination</i>)</p>	<ul style="list-style-type: none"> Consistently focused and on task Listens when others talk and will often incorporate/build on ideas of others Consistently shows respect for peers and teacher 	<ul style="list-style-type: none"> Consistently focused and on task Listens when others talk and will on occasion have something to add Shows respect for peers and teacher most of the time 	<ul style="list-style-type: none"> Often not on task Inconsistent focus Listens inconsistently when others talk and rarely adds to discussion On occasion shows respect for peers and teacher 	<ul style="list-style-type: none"> Almost never on task Very little focus Often does not listen when others talk Often interrupts when others speak Often disrespectful to peers and teacher 	<ul style="list-style-type: none"> Never on task No focus Does not listen when others talk Interrupts when others speak Disrespectful to peers and teacher

Principles of Assessment in the IBMYP [from MYP Standards and Practices, 2013-14]

1. Align with IB requirements.
2. Communicates assessment philosophy, policy, and procedures to the community.
3. Utilize a range of strategies and tools to assess student learning.
4. Provide students with feedback to inform and improve their learning.
5. Record and report student progress in a manner aligned to the assessment policy.
6. Analyze assessment data to inform teaching and learning.
7. Provide opportunities for students to demonstrate mastery of key concepts and skills.

Types of Assessment

1. *Summative assessments* are a measure of learning usually occurring at the end of a unit of study or as a final exam. They can also be performance-based such as a presentation, lab report, research project, or essay.
2. *Formative assessments* are used to guide teaching and learning and provide real-time feedback to students and teachers. Typically, formative assessments are shorter in length and can be graded or ungraded.
3. *Criterion-related assessments* can be summative or formative in nature and utilize the IB subject area criterion. The IBMYP Criterion are differentiated for each grade level and further delineated into task-specific rubrics. Tasks which are assessed using IBMYP Criterion contribute to the student's IB 1-7 report card grade and may or may not count toward the A-F grade.

*District 11 Board of Education policies regarding assessment [from www.d11.org/boe/policies]
GRADING/ASSESSMENT SYSTEMS DISTRICT PROGRAM ASSESSMENTS
o 1 CCR 301-1, Rule 2202-R-3.10 (1) o C.R.S. 22-7-102 (2)(b); C.R.S. 22-32-109.5; C.R.S. 22-53-205*