

**STAYTON
ELEMENTARY SCHOOL**
K-3 Principal, Wendy Moore
503.769.2336



2026-27 STUDENT-PARENT HANDBOOK FOR GRADES K-3



OUR VISION

FUTURE-READY GRADUATES

OUR MISSION

PROVIDE A SKILLS-BASED AND RIGOROUS ACADEMIC EDUCATION FOR ALL STUDENTS

OUR GUIDING PRINCIPLE

DO WHAT IS BEST FOR ALL KIDS

OUR VALUES - C.A.R.E

CITIZENSHIP

ACCOUNTABILITY

RELATIONSHIPS

EXCELLENCE

This Handbook has been prepared to acquaint you with the basic policies and procedures of the North Santiam School District, inform you of the School's Code of Conduct and provide you with a reference for answering your general questions. Please contact the school if you have additional questions.



Board of Directors

Mackenzie Strawn, Board Chair

Alisha Oliver, Vice-Chair

Erin Cramer

Mike Wagner

Mark Henderson

Coral Ford

Brunk Conley

NORTH SANTIAM SCHOOL DISTRICT

Superintendent—Lee W. Loving

District Office Information

County: Marion & Linn

Enrollment: 2100

Meetings: Third Thursday @ 6:00 PM, [link to calendar](#)

ESD Served by: Willamette ESD

District Web Page: www.nssd29j.org

District Policy Page: <http://policy.osba.org/nsantiam/index.asp>

NORTH SANTIAM SD29J

1155 North Third Avenue

Stayton, OR 97383

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SCHOOLS IN THE NORTH SANTIAM SCHOOL DISTRICT

Stayton Elementary School (PreK-3)

Mari-Linn School (K-8)

Sublimity Elementary and Middle Schools (K-8)

Stayton Intermediate/Middle School (4-8)

Stayton High School (9-12)

Options Academy K-12

The Director of Human Resources, Danielle Blackwell, has been designated to coordinate compliance with the legal requirements of Title II, Title IX, and other civil rights or discrimination issues, the Americans with Disabilities Act and Section 504 of the Rehabilitation Act of 1973. The Director may be contacted at the District Office, 1155 North Third Avenue, Stayton, OR 97383, or at 503-769-6924 for additional information and/or compliance issues. Full policies are available through the policy website listed above or by contacting the Board Executive Assistant at 503-769-4928 or by Email at tonia.whisman@nssd29j.org

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The link below is for the NSSD Student/Parent Handbook, which is separate from this handbook. It includes district-wide policies, procedures, and notices that apply to all students and parents regardless of which school they are associated with. A printed copy can be obtained from any school office or the District Office. It can be accessed via the link below or by visiting the District website at www.nssd29j.org >For Families >[Handbooks](#).

STAYTON ELEMENTARY SCHOOL

Office Hours

7:30 a.m. to 4:00 p.m.

Student Hours

PLC Late Start Monday:

Preschool No School on Mondays

K-3 9:00 a.m. to 2:30 p.m.

Tuesday-Friday:

Preschool 8:00 a.m. to 2:40 p.m.

K-3 8:00 a.m. to 2:30 p.m.

The school building is officially open at 7:35 a.m. for K-3 students to serve breakfast. All students may enter the building at that time. Preschool students will be served breakfast in their classrooms upon their arrival at 8:00 a.m. As there is no supervision available before 7:35 a.m. or after 2:35 p.m., parents must make arrangements for child care before and after the scheduled school day.

To help your child's education, please make sure your child arrives at school at the proper time. Students are to be in their classroom by 8:05 a.m.

ATTENDANCE

If your child is ill or will not be attending school, please call between 7:30 a.m. – 8:30 a.m. Each day calls are made to parents if the school has not received prior notice of an absence or receives a call by the time provided above. Please send a written note with the reason for the absence when your child returns to school if you were unable to contact the school office by phone. You may also report your child's absence online through the [school website](#).



The NSSD Student & Parent Handbook has a comprehensive Health section, so for more detailed information, please refer to that document, which can be found on the [website](#). NSSD follows the guidance provided by the Oregon Health Authority and Oregon Department of Education regarding when a student should be kept home from school due to illness and when they should return. The guidance is displayed on the district's website under [Health & Nursing](#) and on the following page.

PLEASE KEEP STUDENTS WITH SYMPTOMS OUT OF SCHOOL

This list is school instructions, not medical advice. Please contact your health care provider with health concerns.

SYMPTOMS OF ILLNESS	THE STUDENT MAY RETURN AFTER...
 Fever: temperature of 100.4°F (38°C) or greater	*The list below tells the shortest time to stay home. A student may need to stay home longer for some illnesses. *Fever-free for 24 hours without taking fever-reducing medicine.
 New cough illness	* Symptoms improving for 24 hours (no cough or cough is well-controlled).
 New difficulty breathing	* Symptoms improving for 24 hours (breathing comfortably). <i>Urgent medical care may be needed.</i>
 Diarrhea: 3 loose or watery stools in a day OR not able to control bowel movements	*Symptom-free for 24 hours OR with orders from doctor to school nurse.
 Vomiting: one or more episode that is unexplained	*Symptom-free for 24 hours OR with orders from doctor to school nurse.
 Headache with stiff neck and fever	*Symptom-free OR with orders from doctor to school nurse. Follow fever instructions above. → <i>Urgent medical care may be needed.</i>
Skin rash or open sores	*Symptom free, which means rash is gone OR sores are dry or can be completely covered by a bandage OR with orders from doctor to school nurse.
Red eyes with colored drainage	*Symptom-free, which means redness and drainage are gone OR with orders from doctor to school nurse.
Jaundice: new yellow color in eyes or skin	*After the school has orders from doctor or local public health authority to school nurse.
Acting differently without a reason: unusually sleepy, grumpy, or confused.	*Symptom-free, which means return to normal behavior OR with orders from doctor to school nurse.
Major health event , like an illness lasting 2 or more weeks OR a hospital stay, OR health condition requires more care than school staff can safely provide.	*After the school has orders from doctor to school nurse AND after measures are in place for the student's safety. Please work with school staff to address special health-care needs so the student may attend safely.

COMMUNICATION

Open and direct communications between a student's home and school are important. Parents and staff members are encouraged to communicate with each other by conferencing, phone calls, email, notes, etc. The following communications will be provided by Stayton Elementary School:

Cheetah News:

Our school newsletter is sent home monthly by email. Upcoming monthly events will be included and can be found on the school website at www.nssd29j.org

Thursday Folders:

Every student will receive a folder at the beginning of the year. All school and classroom news and communications will be sent home on Thursdays in this folder.

Food Service Menu:

A breakfast/lunch menu will be available online at the beginning of each month. Look at the district website under Food Services.

Field Trip Notices:

Classroom teachers will send home a note at least three weeks before a scheduled field trip.

Classroom Communication:

Our classroom teachers choose to communicate out to parents in a variety of ways. Some teachers send home a newsletter. This can come in the form of a hard copy or electronic copy. Some of our teachers also use the SeeSaw app to communicate with parents. Some teachers send out information weekly and others choose to do it monthly. Classroom newsletters include classroom, grade level, and school activities.

Web Page:

The [SES web site](http://ses.nssd29j.org) has valuable information to support parents and is updated regularly. It can be accessed by clicking on the link or by going to ses.nssd29j.org.

Facebook:

SES has a [Facebook page](#) that we use to post important reminders and info about all the great things happening in our school. Please *Like* our page!

EMAIL AND PHONE CONTACT WITH TEACHERS

Parents are encouraged to contact teachers with concerns or to set up an appointment through email. Email addresses are available through ParentVUE. Please do not use email for concerns that need immediate attention, allow two days for a written response. Teachers are available for personal contact before and after school. During class time, classroom phones are sent to voicemail to protect learning and work time. The office will not interrupt classes except in the case of an emergency.

FIELD TRIPS

Field trips within our city and nearby points of interest are scheduled by various classroom teachers throughout the school year. These trips are designed to supplement the classroom curriculum and to introduce students to the resources of the community. Parents will receive a Field Trip Permission form for field trips in advance of a scheduled trip. Sometimes, a small amount of money may be



requested from each student to cover entrance fees or facility use costs. The following are tips for parents who are asked to attend field trips and help with supervision:

1. If you plan to help out during the year, fill out a volunteer form with a background check at the beginning of the year or at least three (3) weeks before the planned trip; (background checks are good for two calendar years);
2. Adults only – other children not enrolled in the class taking the field trip are unable to attend;
3. Ride on the bus to and from the field trip – we also need your help on the bus;
4. Share the experience with your child – research shows that parent involvement = success;
5. Refer students with behavior problems to the teacher; and
6. Be positive with the students, helping them to be on task and safe.

LIBRARY

The library is open on a regularly scheduled basis and is supervised by the library assistant. All classrooms have a scheduled library time. Students are taught library skills and have a chance to check out books for reading for enjoyment or factual information. Each student may check out one or two books for a period of one week. There are no fines for overdue books, but lost or damaged books will be billed by the school.



Stayton Elementary School has more than 10,000 books for students and faculty use. The library collection is continuously updated and expanded. Books are chosen for either their educational or recreational value.



MUSIC/PE

All students in grades K-3 are scheduled in music and PE classes each week. These programs provide opportunities for students to develop skills and have a better understanding and enjoyment of music and movement. Our music and PE specialists use Oregon State Standards to guide their instructional units.

HURTFUL SPEECH/HATE SPEECH

To ensure a safe learning environment for all, Stayton Elementary School prohibits students from engaging in harassing speech, aggressive speech, and/or hateful speech (words that are used toward anyone with the intent to cause harm) regardless of the intent (joking, slang, slurs, endearment, and/or attempts at humor). This includes any harmful language around protected characteristics: race, ethnicity, national origin, disability, religious affiliation, caste, sexual orientation, sex, gender identity and serious disease. Cursing is also prohibited. This policy may extend to students' online behavior during the school day and may extend to behavior outside the school day if it impacts the learning environment. Administration views hurtful/hate speech as being as impactful to the culture of the school as a physical fight and students may be disciplined in a similar manner for their speech.

This policy extends to students' while traveling to and from school, at the bus stop, at all school-sponsored events, online and may extend to behavior outside of the school day if it causes a substantial disruption to the educational environment.

RULER

RULER is an evidence-based approach to social and emotional learning (SEL). Through training in the RULER approach, teachers and leaders learn the skills to create and sustain a positive emotional climate, as well as support individual development of emotion skills for students and adults.

The acronym **RULER** stands for the following emotional skills:

Recognizing emotions in oneself and others through facial expressions, body language, voice, behavior

Understanding the causes and consequences of emotions in oneself and others

Labeling emotions with accurate words from a nuanced vocabulary

Expressing emotions differently depending on context, situational expectations, and culture

Regulating emotions with effective strategies and supporting others in their regulation of emotions

RULER offers four Anchor Tools to help everyone learn and practice the skills of emotional intelligence.

- **The Charter** builds and sustains a positive climate through a shared agreement between people about how they want to feel at work or while engaging in learning.
- **The Mood Meter** builds greater self and social awareness about our emotions.
- **The Meta-Moment** trains people to respond to emotional triggers in more effective ways that align with one's best self.
- **The Blueprint** provides a structure to problem-solve interpersonal conflicts with empathy and perspective taking.

SES has implemented RULER because we want to maintain a positive environment where students feel safe to learn and people get along with each other. In this positive emotional climate, everyone can perform better. Classrooms and schools that have implemented RULER report:

>more positive climates

>less bullying behavior

>increase in attendance

>decrease in suspensions

Students within RULER schools experience:

>fewer attention problems

>better academic performance

>more autonomy and leadership

>less anxiety and depression

RULER schools also report more warmth and connectedness between teachers and students. SES encourages parents to engage with the mood meter at home with their children. This gives students the opportunity to practice identifying their emotions and shifting when ready from undesired emotions to more desired ones. We encourage you to ask your child's teacher to share their class charter once it has been created in their class. Using RULER in our school has given us a common language and we are seeing amazing results!

K-1 Mood Meter

 Angry	 Worried	 Nervous	 Confident	 Excited	 Energized
 Frustrated	 Embarrassed	 Confused	 Focused	 Proud	 Happy
 Excluded	 Hurt	 Sad	 Thoughtful	 Safe	 Grateful
 Miserable	 Lonely	 Tired	 Patient	 Calm	 Relaxed

2nd-3rd Mood Meter

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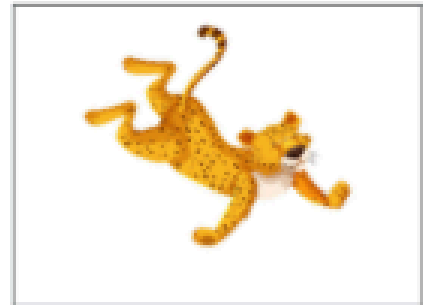
Panicked	Furious	Angry	Tense	Surprised	Silly	Motivated	Enthusiastic
Annoyed	Irritable	Nervous	Competitive	Confident	Proud	Cheerful	Energized
Frustrated	Embarrassed	Worried	Confused	Hopeful	Focused	Happy	Excited
Rejected	Discouraged	Hurt	Distracted	Easygoing	Safe	Content	Grateful
Hopeless	Excluded	Sad	Bored	Thoughtful	Patient	Forgiving	Supported
Miserable	Exhausted	Lonely	Tired	Sleepy	Calm	Relaxed	Peaceful

Unpleasant < ----- > Pleasant

META-MOMENT

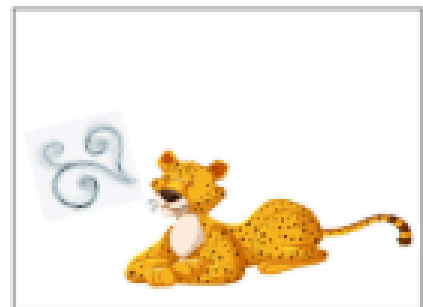
1 SENSE

Notice a change in your body or mind.



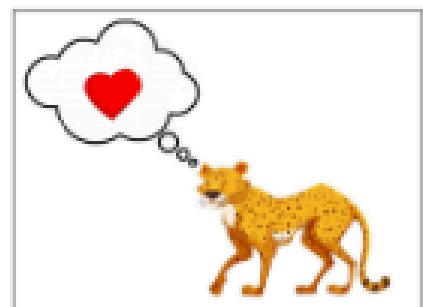
2 PAUSE

Wait to respond. Breathe to think more clearly.



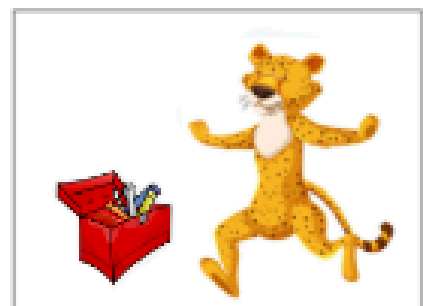
3 SEE YOUR BEST SELF

Imagine your best self in the situation.



4 STRATEGIZE & ACT

Think of a strategy, and try it out.

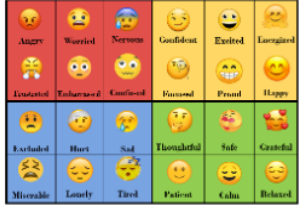


The Blueprint



Stayton Elementary
School
Serving grades K-3 in Stayton

The Blueprint

YOUR PERSPECTIVE		
1	How are you feeling?	 
2	What happened to make you feel this way?	
3	What can you do to feel less _____?	☐ Talk to someone ☐ Draw a picture ☐ Take deep breaths ☐ Take a break ☐ Get a drink ☐ Other _____ 

THEIR PERSPECTIVE		
4	How did _____ feel?	 
5	What made _____ feel this way?	
6	What can you do to make _____ feel less _____?	☐ Apologize ☐ Draw them a picture ☐ Offer to help them ☐ Give them time and space ☐ Promise to make a better choice next time ☐ Other _____ 

Educator Notes:

PBS—POSITIVE BEHAVIOR SUPPORT

Positive Behavior Support (PBS) is a school-wide program developed by the University of Oregon. PBS focuses on school wide and classroom positive reinforcement to promote expected behaviors, teach behavioral expectations like academic skills, and uses data-based information to guide intervention and management.

Students are taught to be safe, be respectful and be responsible in all areas of the school including: before and after school, on the playground, and in the classroom, hallways, library, cafeteria, restrooms, gymnasium, computer lab, and office. The chart titled Area Behavior Expectations below explains how students should act in each of these areas.

AREA BEHAVIOR EXPECTATIONS

AREA	BE SAFE	BE RESPECTFUL	BE RESPONSIBLE
All Areas	• Walk facing forward • Keep body to self • Use all equipment and materials appropriately • Get adult help for accidents and spills • Report visitors not wearing a pass to adults	• Use kind words and actions • Use quiet voices • Follow adult directions promptly • Clean up after yourself • Be honest	• Follow school expectations • Help others follow school expectations • Take care of personal and other equipment • Be on time • Ask adults for permission to leave assigned areas
Before School Breezeways and Sidewalks	• Walk facing forward • Wait by the front doors • Walk bicycles and skateboards once on the sidewalk • Wait for an adult to help you cross the street	• Use quiet voices • Walk on the right • Keep body and objects to self	• Stay in line while waiting • Report safety issues to an adult • Wait for an adult to open the door
At Recess	• Walk on the blacktop at all times • Listen to adult directions • Use equipment appropriately • What's on the ground, stays on the ground • Be aware of activities and games around you	• Include everyone in all games • Use kind words and actions • Share and take turns • Listen to others • Keep body to yourself • Play fairly	• Ask an adult for permission to leave the playground • Use a hall pass to leave the area • Line up as soon as the whistle blows • Put equipment away after use or at the end of the recess
Hallways	• Walk on the right • Walk facing forward • Keep hands to self	• Keep body and voice quiet • Keep body and objects to self • Hold the door for others	• Stop for other classes • Stay in a straight line • Report safety issues to an adult
Drinking Fountain	• Keep water in the fountain • Stand with hands, feet, and body to self • Report spills to an adult	• Wait quietly until it's your turn • When drinking count 1, 2, 3, then go	• Use a hall pass • Return to your class quietly
Restrooms	• Wash hands with soap • Keep water in sink • Put paper towels in garbage	• Give others privacy • Use quiet voices • Wait for your turn	• Use restroom pass • Flush toilet after use • Keep feet on floor • Return to class promptly
Cafeteria	• Wash hands before meals • Walk facing forward • Stay in line with your class • Report spills	• Use quiet voices • Wait your turn • Follow adult directions	• Take amounts of food you will be able to eat • Get all your supplies the first time through the line

Lunch Room	• Walk facing forward • Eat your own food • Sit on your bottom with your feet on the floor	• Use quiet voices • Allow anyone to sit next to you • Clean up your own mess • Report spills	• Clean up after yourself • Raise your hand to be dismissed
Library	• Only use the library if an adult is with you • Keep hands, feet and objects to yourself • Ask for help with things you can't reach • Walk facing forward	• Use quiet voices • Follow adult directions • Clean up after yourself	• Use a library pass • Leave books you looked at on the tables • Return all books and equipment on time and in good condition
Gym	• Move about safely • Dress appropriately • Report damaged equipment to an adult	• Take care of all equipment • Return equipment to where you got it • Use good sportsmanship	• Listen and follow adult signals • Encourage others • Do your best
Computer Lab	• Use equipment appropriately • Walk carefully at all times • Follow teacher directions	• Push your chair in when you leave • Respect others privacy	• Use computers safely • Get adult help for problems • Print only what your teacher gives you permission to
Assemblies	• Leave aisles clear • Listen to adult directions • Stay seated until dismissed	• Keep eyes on the speaker • Listen to the speaker • Sit legs crossed with hands in your lap • Keep voices off during assembly • Raise your hand to ask questions	• Stay seated with your class • Follow adult directions • Enter and exit with voices off
Office	• Only leave with people the office gives you permission to go with	• Keep body and voice quiet • Wait until it's your turn	• Hand your pass to the secretary • Tell the secretary what you need • Return to your class quickly

PLAYGROUND BEHAVIOR EXPECTATIONS

SLIDES • Slide feet first on your bottom • Go down one at a time • Move away from bottom when done • Use stairs or ladder to climb slide • Stay off when wet • Keep slides clean	PLAY STRUCTURE • Walk on and around new big toy • Hang from your hands only on the rings and monkey bars • Line up for the monkey bars and rings at the outside end of the equipment • Only one person at a time on the monkey bars, rings, or ladder • No more than 2 people at a time on the spider web • Keep hands and feet on the spider web while playing on it	SWINGS • Stay seated facing forward with both hands on the chains at all times • Stop completely to get off the swing • Stand beside the end of the swing set or on the grass by the covered play area while waiting in line • Stay clear of area in front and back of swing set • Swing straight forward and back without twisting the chains
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TETHERBALL • After the 1st serve, both players must hit the ball • The 1st person in line is the only judge • Only hit the ball in your direction • Stay on your side of the line	RINGS/SLIDER/WHEEL • Move across in one direction • Only one at time on rings, slider, and wheel • One at time on platform • Hang from your hands only • One turn, then return to end of line • Wait in line at the edge of the platform or at the outside end of the equipment	FOOTBALL • Two hand gentle touch • Keep players from falling • Include everyone • Keep self and others safe • Use kind words and actions
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COVERED PLAY AREA • Walk at all times • Keep balls at the end, jump ropes in middle • Listen to adult directions	BALLS • Kick balls in field • 4 square and basketball on blacktop • Soccer and Football in field • Put balls away when finished	SOCCER • Body to self • Keep players from falling • Include everyone • Keep self and others safe • Use kind words and actions
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JUMP ROPES • Use on blacktop • Use for jumping only • Use in your own space away from others	4 SQUARE / 2 SQUARE • Line up behind line • First person calls outs • Take outs appropriately • Use kind words	BASKETBALL • Five on five or less • Shoot inside 3 point line • Include everyone • Avoid fouls
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POSITIVE RECOGNITIONS

The Positive Behavior Support Committee frequently reviews recognition activities to increase the frequency of positive behaviors and reinforce their use. The following are examples of recognition activities done in the School.

Cheetah Chips:

- Cheetah Chips are used as a whole group classroom reward for classes that are following the 3B's. The classroom teacher sets goals and recognition activities for the class when each goal is met.

3B Bucks: Immediate/Individual Recognition

- *3B Bucks* are used to provide students with immediate, individual positive reinforcement. When a staff member gives a student a *3B Buck* they verbally tell the student specifically what they did to earn it. Examples:
 - “Thank you for holding the door open for others. That is very respectful behavior.”
 - “Thank you for helping her when she dropped her papers. That is a very responsible and respectful thing to do.”

3B of the Week:

- 3B of the Week students are selected by each classroom teacher. Teachers select 1 student per week that has consistently modeled 3B safe, respectful, and responsible behaviors, met individual student goals, and have been present and on time each day that week. These students receive a certificate,

are recognized over the school intercom on Friday, and have their picture taken to be displayed in the halls.

Student of the Month:

- 3B of the Month students are selected by each classroom teacher. Teachers select 2 students that have consistently modeled 3B safe, respectful, and responsible behaviors, met individual student goals, and have had no more than 1 absence or tardy that month. These students receive a certificate and are recognized at a school assembly. In addition to the certificate, students receive a free book from our book room, their name on our board in the office, their picture taken and hung in the hall, and a free A&W meal. Teachers send an announcement to parents inviting them to attend the assembly.

Perfect Attendance:

- Students with perfect attendance each month will receive a recognition certificate.

PARENT TEACHER CLUB—PTC

The PTC works to improve the school by raising money for projects and providing opportunities for children, parents, staff, and neighborhood residents to work together and enjoy special events. They meet once a month in our library. Child care is provided. We encourage you to join this team; dates and times of their meetings are posted in our monthly newsletter.

PARTIES

Parties are held in classrooms the last 45 minutes of the day and the schedule will be communicated to parents via the classroom teacher or through the school newsletter. Parents who wish to provide birthday treats should contact the classroom teacher a week in advance to schedule an appropriate time. Treats will be dropped off in the office and school staff will deliver them. All treats and food must be purchased from a store or bakery. Health department regulations restrict schools from having homemade treats.

**PLC-LATE START MONDAY**

Professional Learning Communities are when groups of people work together for higher achievement and success. Teachers will have one hour every Monday morning during the year to work with other staff in order to provide greater success for students in the areas of reading, math, science, social studies, and writing. On Mondays, school will start one hour late. The school provides supervision for students who need to arrive earlier at school due to any family schedule conflicts, beginning at 7:35 am. Buses will run one hour later than normal.

READING COMPACT

One of the goals in the School Wide Title I Program at SES is to make learning to read a priority for all students. We believe that in order to make this a reality, we must work in partnership with students and families. The Reading Compact outlines the school's commitment to high literacy standards. Please read through the compact and discuss it with your child. Thank you for your support in working together to provide a high quality education for your student.

We, the Stayton Elementary School community, establish this Reading Compact in order to foster the improvement of reading and other language arts, and to support the success of our students so all may read well and independently. We believe this can be done with the planned partnership of parents, families, students, teachers, the principal, and community members. Each must take on the following responsibilities:

Student Responsibilities:

- Ask my family to read to me or with me for 20 minutes or more each day, four days a week (minimum).
- Return my reading log signed by the adult who monitored my reading.
- Do my best reading and complete all my school work to the best of my ability
- Ask questions when I need help

Parent and Family Responsibilities:

- Read at home with or to my child 20 minutes or more each day, four days a week (minimum) and contact my child's teacher or reading specialist when my child needs help.
- Sign my child's reading log and assure that it is returned to school.
- Attend parent-teacher conferences and participate in school events.
- Do activities at home that support and/or extend my child's classroom learning

School Staff Responsibilities:

- Provide appropriate reading materials and encourage parents to read with their children 20 minutes or more per day, four days a week (minimum).
- Encourage parents to obtain a library card for their child.
- Provide meaningful, engaging curriculum activities that focus on the individual instructional needs of students.
- Guide parents to help their children with home learning activities.

REGISTRATION

Children must be five years of age on or before September 1st to enter Kindergarten in September. Any child who is six years of age, on or before September 1, may enter grade one. When a parent/guardian registers a student mid-year, the school reserves the right to determine the date of entry. Most students start school on the next school day; however special health or educational needs may extend the timeframe for starting school. Our goal is to assist in getting students placed in the classroom as soon as possible.

REPORT CARDS

Report cards will be sent home on the Thursday after the end of the first semester and at the end of the school year. Progress reports will be given to parents after the first and third quarter, and parent conferences are scheduled to give parents an update on how their student is doing academically and on the Common Core State Standards. If a parent does not receive a report card for any reason, they should contact the school office to verify their address is correct and request a new report be mailed out as soon as possible.

SCHOOL MEALS

ALL students in NSSD schools have been automatically approved for one free breakfast and lunch per day under the Community Eligibility Provision (CEP) through the 2029-30 school year. Students may purchase additional meals. The cost per meal and information about establishing a meal account can be found on the district website under [Nutrition Services](#). Students are monitored during breakfast and lunch and encouraged to eat appropriately. If your child is not to eat a particular food or milk for medical reasons, please contact the office for forms and procedures.

STUDENT USE OF PHONES

To keep interruptions to a minimum, permission to use school phones will be granted by the classroom teacher or the office. Cell phone use by students during the school day is not allowed. This includes any device that can receive calls or text messages. If a student has a cell phone or uses their smart watch to text or make calls, they will be taken from the student and brought to the office. The parent will need to come to the office to pick up the device.

TRAVEL CARDS

Safety is a top priority here at Stayton Elementary. To help with dismissal or emergency situations, travel cards are used to identify who is approved by the parent to pick up/transport each student. These cards are completed each year. The individuals listed on this card will be the only people allowed to pick up that particular student. If someone is not listed on the travel card, they will not be allowed to pick up. Parents must make changes to the card in the office. Valid identification will also be required.

WEBSITE INFORMATION

The District Website is located at www.nssd29j.org with a link to all campuses on the top bar labeled “our schools”.

Addendum 1

NSSD Parent/Student Technology Responsible Use Form (RUF) Grades K-5

The NSSD strongly believes in equipping our students with the skills and knowledge to become future-ready. We expect students to understand that using their devices is a privilege, and any privilege comes with responsibility. The following are the expectations when students use school devices:

How should I use technology?

- I will use my device when a staff member asks me during class, during my own study time or during breaks.
- When a staff member says it's time for a device break, I will put my devices away.
- I will ask for permission before downloading any new apps.
- I will take care of any school devices as if they were my own.

What should I do with technology?

- I will use my device to learn new things.
- I will check the information to verify that it is true.
- I will give credit to the creators of content that is not mine.

How should I interact with other people?

- I will be a good cyber-friend, including being honest and kind online.
- I will let a teacher or parent know before contacting someone online I don't already know.
- I will not share personal information (like my home address or birthdate) about myself or others online.
- I will give feedback and comments in ways that make others feel supported and welcome.
- I will use appropriate language and won't make others feel uncomfortable because of the things I say.

What happens when something goes wrong?

- When I do something that is not in line with this agreement, I will talk to a teacher or trusted adult who will help me figure out how to make it right.
- I will immediately stop and tell a trusted adult if anything happens on the computer or online that does not seem right or makes me feel uncomfortable.

I understand that using any school technology is a privilege I must earn. If I don't keep my part of this agreement, I understand that privileges may be removed for a time and that I may face additional consequences.

I have read the above information and agree to the terms and conditions.

Student Signature _____ Date _____