

FAMILY HANDBOOK

2024



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WELCOME MESSAGE

Greetings Brighton School Parents and Families,

Brighton is a unique school community which works with an amazing and culturally diverse group of students. As a faculty, we are committed to providing authentic and robust educational opportunities for all students in Preschool through 8th grade. Additionally, we are committed to providing a rigorous curriculum that will prepare our students for their future endeavors. We strive to create a love for learning by offering equally challenging and varied academic and extracurricular activities. We believe in teaching the whole student by providing unique experiences within specialty courses, social-emotional skill development, and opportunities to make real-world connections through regular field trips and hands-on, interdisciplinary projects. Brighton's program allows students to experience a 21st century education in preparation for a global tomorrow.

The purpose of this handbook is twofold - to communicate typical school policies while also providing insight into the variety of schedules and programs that may be employed over the course of the year.

Our dedicated faculty and staff will offer your student(s) a chance to use their imagination and unique gifts to become well-rounded leaders and outstanding citizens. We look forward to continuing our partnership with your family for many years to come.

Warmly,

Suzanne Adams
Head of School

GENERAL SCHOOL INFORMATION

SCHOOL CONTACT INFO

Address: 21705 58th Avenue West
Mountlake Terrace, WA 98043

Front Office Phone: 425-640-7067

Front Office Fax: 425-640-7445

www.brightonschool.com

Please also find us on Facebook

GUIDE TO TERMS

We strive to use language that embodies our Culture of Care which emphasizes relationships in schools and workplaces, and for that reason we use language that supports diversity, inclusion, and belonging. Throughout this handbook, we use “us” and “we” to refer to us, Brighton School. Where a “School Leader” is referenced this could be Head of School, Principal, Director, Department Chair or another similar title at the school. “Family ” or “You” to refer to you as parents, legal guardians, and other trusted adults that care for your student(s). We use “student” to refer to our students, your children.

MISSION & PHILOSOPHY

Brighton School develops confident, creative students with a broad academic foundation and a strong sense of responsibility within a safe and caring community. We educate the whole student—social, emotional, physical, and intellectual—in an active and creative way that gives students a sense of the world around them, and a passion for life-long learning and service.

Our respectful and engaging environment allows students to respect and support individual learning styles through developmentally appropriate practices, academically challenging curriculum, the integration of technology, and outdoor education opportunities.

We believe that learning and achievement go hand in hand, whether inside or outside the classroom. To give ample opportunities we provide programs that meet the highest academic and extracurricular standards. Our students are able to discover their strengths and respect each other’s differences through social awareness. They learn to work together, ensuring that everyone is heard and everyone has a chance to use their talents.

Our pursuit of excellence as a school depends on each student’s desire to pursue his or her talents and academics, athletics, the arts (fine and performing), leadership and service/ citizenship. Likewise, we must do our part as a school community to provide the most opportunities possible for each student’s growth. As educators, we believe that this is best accomplished when an administration with vision, a committed faculty, supportive parents, and focused students work together.

BRIGHTON SCHOOL MISSION STATEMENT (REVISED 2022):

The Brighton community nurtures critical thinking and accountability in a culture that supports curiosity, risk taking, creativity and collaboration.

BRIGHTON SCHOOL PHILOSOPHY (REVISED 2022):

Brighton students become confident young leaders who are life-long learners exhibiting compassion, responsibility, and inclusivity.

ACCREDITATION

Accreditation is a voluntary method of quality assurance developed and designed primarily to distinguish schools adhering to a set of education standards. The accreditation process is also known in terms of its ability to effectively drive student performance and continuous improvement in education. While accreditation is a set of rigorous protocols and research-based processes for evaluating a school's effectiveness, it is far more than that. Accreditation examines the whole school - the programs, the cultural context, the community of stakeholders—to determine how well the parts work together to meet the needs of students.

Accreditation is important because it is a significant part of our overall quality assurance program, and it is a measure that is accepted and understood by our parents, students, faculty, and community partners. As an accredited school, our primary goals are to ensure that the school strives every day for continuous improvement of our educational programs which support student learning and overall achievement. During Spring 2022, Brighton participated in a full self-study process through the Northwest Accreditation Commission and was granted a full six- year accreditation including national and global status through June, 2028.

NONDISCRIMINATION

Our school does not discriminate in employment or the provision of educational services on the basis of race, religion, color, age, gender, national origin, disability, citizenship status, veteran status or any other characteristic protected by federal, state or local law.

We are committed to providing an excellent education to all of our students and are proud to serve a diverse community of individuals, including those with disabilities. As part of that commitment, our school makes its programs and services available on a non-discriminatory basis, including to students with disabilities as defined under Title III of the Americans with Disabilities Act (ADA). In accordance with the ADA and as forth in our ADA policy, we will make reasonable modifications necessary to afford students access to our programs and services. Please contact your school leader for more information on our ADA policy.

GENDER EXPANSIVE POLICY

An appropriate school employee will privately ask known transgender or gender-expansive students how they would like to be addressed in class, in correspondence to home, and at conferences with the student's parent/guardian. That information will be included in the electronic student record system along with the student's legal name in order to inform teachers and staff of the name and pronoun by which to address the student.

When appropriate or necessary, this information will be communicated directly to staff to facilitate the use of the proper names and pronouns. A student is not required to change their official records or obtain a court-ordered name and/or gender change as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity.

When communicating with transgender or gender-expansive students regarding a particular issue such as conduct, discipline, grades, attendance, or health, school employees will focus on the conduct or particular incident rather than making assumptions regarding the student's actual or perceived gender identity or gender expression.

Before communicating with parents of transgender or gender expansive students, it's important to ask the student how school employees should refer to the student when talking to their parent/guardian. For families who are supportive, using the student's chosen name and pronoun could be affirming for the student. For parents who are not supportive, or who are not aware of the student's transition at school, referring to

their name and pronoun could be very dangerous. Brighton will not condone the intentional or persistent refusal to respect a student's gender identity or gender expression, or inappropriate release of information regarding a student's transgender or gender-expansive status.

ABUSE AND NEGLECT REPORTING

All staff members are mandated by law to comply with the student abuse and neglect reporting requirement. This requires any person working in a school or student care setting who has knowledge of and/or observes a student whom they know, or reasonable suspects has been the victim of student abuse or neglect within the school or outside the school, to immediately report it to applicable Child Protective Services and/or other governing agencies.

Teachers and staff are responsible for monitoring their own behavior and the behavior of other staff members and must immediately report to the school leaders any observations of an employee violating either licensing requirements or company policies. In addition, upon starting employment every staff member is required to participate in a training on sexual abuse and molestation prevention.

Those who in good faith report neglect or abuse by a family member or co-worker are immune from discharge, retaliation or other disciplinary actions for having made the report.

We take allegations of abuse or neglect very seriously. Once the allegation is reported, we will cooperate fully with any investigation conducted by law enforcement or regulatory agencies. To the extent possible, but consistent with our legal obligation to report suspected abuse to appropriate authorities, we will endeavor to keep confidential the identities of the alleged victims and investigation subject.

BRIGHTON SCHOOL CALENDAR

The Brighton School calendar is located at this [LINK](#).

ENROLLMENT

The offering of all programs is subject to sufficient enrollment and classroom space. We may request personal interviews with applicants and parents and/or require pre-enrollment assessment to determine an applicant's grade level readiness. A non-refundable assessment fee is due prior to the assessment for kindergarten through eighth grade. New elementary students, except new kindergarteners, will be requested to submit a school recommendation form from their current school. Siblings who meet all admissions qualifications are given priority consideration.

Upon receipt of a completed application and non-refundable application fee as noted on the application, we will make a decision regarding admissions subject to space availability and the criteria outlined above. If an applicant is approved for enrollment, we will provide an enrollment contract to the applicant's parents/legal guardian. The enrollment contract must be completed and returned and payment made for designated fees in the stipulated time frame to guarantee enrollment.

CLASS PLACEMENTS

We believe that class balance is imperative to creating the best learning environment. We are committed to creating that balance and to guiding your students in a manner that will help them reach the goals and expectations that both you as a family, and the school have for them.

With this in mind, the school has an obligation to ensure that classes have an unprejudiced mix of all different groups of students in that grade and that any disparity between classes is kept to an absolute minimum, if not removed altogether. Parent requests are not accepted. Brighton staff considers the following factors when determining class placement:

- Teacher recommendations
- Administrative recommendations
- Academic balance
- Student number parity within classes
- Gender/cultural diversity
- Class dynamics
- Accommodations

TUITION & WITHDRAWALS

Based on the signed tuition agreement, tuition can be paid in one payment due June 30, two payments due on June 30 and December 30, or in 10 monthly installments due on the 1st of every month, September through June. A \$25/per day late fee will be assessed beginning on the fifth day after tuition is due. A charge of \$25 will be applied to any account in which a payment is returned. ACH (automatic payment system) is the only form of payment accepted at Brighton for tuition. For other fees, credit cards are accepted (2% fee) and a minimum credit card transaction of \$50.00.

If a parent must withdraw a student mid-year a 30-day written notice of withdrawal must be received by the school leaders.

A student can be withdrawn from the school for academic or behavioral reasons as determined by the school leaders.

FORMS & AUTHORIZATION TO PICK UP

ENROLLMENT FORMS

Families must complete and submit all required documentation, including application form, tuition agreement, emergency contact form, immunization record, and other relevant forms for their student. These forms must be kept current throughout your student's enrollment.

Registration paperwork and fees must be submitted annually. Please refer to these forms for additional tuition policies and procedures.

STUDENTS RECORDS & REQUESTS

All requests for student records must be submitted in writing to the administration. Requests may take up to 7 days to process. We appreciate your patience.

In addition to the student cumulative files, all required paperwork must be updated yearly and when changes occur. Please make it a top priority to ensure that the school always has the most current and accurate information as to where you might be reached in the event of an emergency. This can be achieved by updating your contact information in ALMA.

AUTHORIZED PICK-UP/DROP-OFF

It is very important that your student's emergency contacts are always kept current. If you have moved or have changed your home or work telephone number, please update the information on our online family portal (ALMA), and/or notify the school office immediately. It is our responsibility that we release a student only to those adults that have prior authorization.

Please review the list of emergency contacts for your student on the online family portal (ALMA) and update as needed.

If someone other than the previously authorized individuals will be picking up your student, we must have verifiable written permission from the family. Photo identification is mandatory for anyone unknown to the staff. A student will NOT be released without confirming the identity and authorization of the person picking up. Authorized persons must be 18 years of age or older.

If there is a court order or signed family agreement in place regarding who has responsibility for a student on certain dates and times, the family needs to provide it to the school so we can follow that schedule.

DROP-OFF & PICK-UP

We ask that all students arrive and leave via our drive through system. In the case of a late arrival or an early pick up, parents should enter the building and come to the front desk where a staff member will help your student.

Please note that we assess a \$10 per minute late pick-up fee. If a student has not been picked up within 15 minutes of dismissal time and the student's family has not contacted the school, the school leader will attempt to contact all family members or emergency contact persons listed for the student. If the student remains at the center after 30 minutes, we will comply with local regulations for next steps. Repeated late pick-ups may result in discontinuation of enrollment.

STUDENT ABSENCES

It is our expectation that all students will participate in learning every day when they are healthy enough to do so. Please communicate with your student's teacher and the front office when your student will be absent from learning and for what reason.

In order to maintain consistent attendance, students should not exceed ten absences per year, or an average of one day per month. Absences do impact a student's ability to learn to their fullest potential. A pattern of repeated lateness can also be disruptive for not only the late student, but also for the rest of the class. If your student's absences become excessive, the teacher and head of school will request a conference to determine how to remedy the situation. Excessive absences can be a reason to not re-enroll a student for the following year. Please consult with the administration if you have any questions or concerns.

INCIDENT AND EMERGENCY PROCEDURES

ACCIDENTS & INJURIES

The health and safety of both students and staff in our school are of paramount importance. All employees are expected to assist in the prevention and control of injuries, illnesses and hazards and to ensure compliance with all applicable laws and regulations. Staff members inspect their classrooms and outdoor play areas daily for potential hazards.

If a student experiences an accident, injury or possible injury, staff will report it to the school administration and a written incident will be provided to families. Families will also be immediately notified if the injury needs medical attention. For any serious accident or injury we will attempt to notify families by a telephone call as soon as possible. If a student bumps their head, a concussion check will take place with one of the staff who has taken concussion recognition training and we will call home. If the student is able to return to class after a head injury, they will be given a green bracelet that informs all staff to be on the lookout for any concussion symptoms that may pop up.

EMERGENCIES

Safety procedures help keep students and staff alike safe in unpredictable circumstances. Brighton has procedures and practice drills for all types of emergencies. The head of school reviews these procedures regularly with assistance from security experts, as needed, and students and staff practice a wide variety of drills throughout the school year.

FIRE, DISASTER, AND OTHER DRILLS

As required by law, the school will hold regular fire and safety drills. It is expected that all students on the campus at the time of such drills will participate fully. At times, these drills may take place in inclement weather. All attempts will be made to assure that students are properly attired at such times. Should you find yourself on campus while a drill is taking place, please participate with your student. Please take the time to review and discuss the importance of such drills with your student.

LOCKDOWN

If an emergency requires a lockdown, we will notify families as soon as possible. All entrances to the building will be secured. No one, including families, will be allowed to enter or exit the building during the lockdown. The lockdown will be lifted when we receive notification from law enforcement officials.

COMMUNICATION DURING EMERGENCY

We understand that receiving notification of an emergency can cause panic and fear. However, it is essential that we are able to keep phone lines clear in order to speak with law officials.

Please do not call the campus for updates. We will do our best to keep you informed and provide transparent communication both during and at the end of the emergency. Likewise, please do not call your student's cell phone. We need students to be able to hear directions, pay attention, and act quickly.

WEATHER EMERGENCIES

In case of severe or hazardous weather, we may have to close or delay school opening and/or closing hours. We will make every attempt to announce school closings and delays by 6:30 am and to notify families via email.

In the event of severe weather or other emergencies during the school day, it may be necessary to close school early. We will notify families via email and, if possible, via phone to pick up their student before the emergency closing time. Where applicable bus services will make independent decisions regarding inclement weather procedures. Families will be informed of these decisions as soon as possible.

In an emergency, immediate decisions will be made. We will make every attempt to contact you, authorized family members, or other emergency contacts. If you are going to be out of town, please notify your emergency contacts and let us know whom to contact in an emergency.

VEHICLE SAFETY ON SCHOOL GROUNDS

Because the safety of our students is of paramount concern to us, we require all families to adhere to the following rules of the road while on school property:

- All vehicles must obey the 5 mph speed limit.
- Pedestrians have the right of way.
- Pay attention to marked signage.
- Parked vehicles MUST have ignitions turned off and the keys removed.
- Students may NOT be left unattended in a vehicle for any reason at any time.

Violations of these rules may result in a warning. If a violation is serious, or violations continue, school personnel are authorized to take a tag number to report to police.

ACCESS TO BUILDING

- **Key Pads:** For security purposes, only Brighton School staff members have an access code to the front building doors. All other visitors should ring the doorbell to be let into the building. Brighton School requests that parents and guests visit the front desk upon entry to sign-in and receive a visitor's badge. Parents will wait in the lobby for students leaving early to make their way from their classrooms. Parents and guests are asked not to linger in the lobby or hallways of the school as it becomes a disruption to staff and students.
- **Security Cameras:** Security cameras have been placed around the campus for safety purposes. The campus has 24 hour surveillance. A security alarm system is also in place for our building. No students or parents should be on school grounds after school hours.

HEALTH

OUR COMMITMENT TO HEALTH AND SAFETY

Providing a healthy and safe learning environment for our students is our highest priority. In addition to following our school's comprehensive health and safety practices, we regularly adjust our operations to meet or exceed the most current guidance from local and state health departments.

Our enhanced health and wellness protocols include:

- Repeated disinfecting/cleaning of high-touch surfaces throughout the school day and in the evenings (including desks, doors, public spaces, and bathroom fixtures)
- Frequent and thorough handwashing by students and staff, actively encouraged throughout the school day.
- Ensuring all staff and students who are feeling ill stay home until they recover.

MEDICAL AND IMMUNIZATION RECORDS

Prior to enrollment, all students must have an updated medical form on file, including a current list of state required vaccinations and screenings. All state-required immunizations must be completed unless families produce the required documentation for applicable exemption. If a currently enrolled student or staff member has a medically compromised immune system, our school will evaluate whether a student who is not fully immunized may be newly enrolled. If a student is not fully immunized for a disease which occurs in school, that student will be excluded from all activities until any danger of infection is past.

Students entering Kindergarten need a complete panel of immunizations provided by their health care provider prior to beginning the school year. This must include the MMR series which is mandatory in the State of Washington. All 7th and 8th grade students MUST have a TDAP form on file within thirty days of the start of the school year.

Only those directly involved with the care of your student or affiliated with state licensing, protective services or other government agencies will have access to your student's records. Others may access these records only with your written consent.

MEDICAL

If a student becomes ill while at school, parents will be notified to pick up the student. Students who have a fever of 100.4 degrees or higher, are vomiting, have diarrhea, or show signs of illness will be removed from the classroom to an isolated area, parents will be called, and pick-up should follow immediately. Students will not be able to return to school until the symptoms have disappeared and the student is fever free (without the use of a fever-reducing medication) for 24 hours. Students showing any sign of a communicable disease will not be allowed to return to school until a physician has treated the symptoms and physician's notice is given to return to school.

If a student has an accident or incident during the day requiring medical attention beyond a simple bandage or cleaning, you will be contacted via email or phone. In the event of a serious emergency, the school will secure immediate medical attention as described on the "authorization for medical treatment" on the student's emergency care card filed in the school office. Every effort will be made to contact parents, guardians, or authorized family members or friends during such emergencies. Your authorization allows us to obtain immediate medical care if a medical emergency occurs when you cannot be contacted immediately. Such care may be from a physician or hospital other than your student's physician, if, in our judgment, there is insufficient time first to contact your student's physician. Authorization allows us to make the decision when an emergency exists.

MEDICATION

The School will not administer medications of any kind (including over-the-counter medication), unless the following items are presented:

- **Prescription medications:** The original prescription label must be present on the container along with the student's name, specific dosage instructions, and a current date. Note: in circumstances requiring specific skills or prior medical training to administer medications or use certain medical procedures, the school will not be able to accommodate the administration of these prescription medications or procedures.
- **Over the counter medications:** Any type of medication which does not bear a prescription label will NOT be administered without a written parent's note. This includes cough drops, eye drops, medicated ointments, pain relievers, etc. A medication authorization form must be filled out completely and accompany the medication.
- In the case of severe food or other allergies, a Food Allergy Emergency Plan form must be submitted to the front office with the medication (epi-pen, etc). An accommodation plan, which outlines the steps required to accommodate the allergy at school, will also require signatures from the parent/guardian and a physician.

ILLNESS

Families can assist us in maintaining a safe and healthy environment for all our students by keeping sick students at home which will help:

- Reduce the spread of illness from a sick student to other students and members of school staff.
- Promote complete recuperation of the student.
- Prevent the constant spread of cold, flu and diarrhea and other communicable diseases such as COVID-19 that are common among students.

We reserve the right to refuse admittance to any students who show signs of illness. Students who become ill at school will be made comfortable and families will be notified to pick them up within 30 minutes. Families must keep sick students at home until they have been symptom-free for at least 24 hours if they display any of the following:

- Fever of 100.4 degrees or more. Students must be free of fever for at least 24 hours, unassisted by fever-reducing medication before returning to school.
- Vomiting
- Diarrhea
- Sore Throat
- Skin Rash
- Head Lice
- Heavy nasal discharge requiring frequent wiping every 3-5 minutes
- Persistent, non-production or barking cough
- Fussy, cranky behavior unlike the student's normal demeanor
- Symptoms of communicable disease such as pink eye, measles, chicken pox, mumps, or strep throat
- The length of time students should stay out of school depends on whether they have COVID-19 or another illness. Please see your School Leader for updated guidance.

MEDICATION ADMINISTRATION

Whenever possible, prescription or over the counter medication should be administered at home or by a family member who comes to the school for that purpose. We encourage families to ask their student's physician to prescribe or recommend medications in such a way that they do not need to be distributed during the day. If the physician deems that the medication should be administered during the school day, we will consider such requests in accordance with state and local regulations.

When we agree to administer prescription or nonprescription medications, the family must provide a note from a physician requesting us to administer the medication, with detailed dosage information, circumstances or schedule of medication administration, and any adverse reactions that could occur.

The medication must be in a new sealed container. Prescriptions must be in the original pharmacy container or box, with an official pharmacy label. The prescription indicated on the label must be current. Families can not pre-mix medication into food before bringing it to school. Students are not permitted to keep medication on their person unless approved by a school leader.

School administrative staff must keep the medication and a copy of the physician's note stored in a locked medicine location, unless indicated. School administration will complete the dispensing log after each dosage, recording the name of the student, the medication and dosage given, the time and date, and signature of the person dispensing. Epi-pens and other emergency medications may be stored in either the normal locked medication cabinet or a secure location in the classroom. Note that families and students who have medical conditions requiring the presence of an Epi-pen or other rescue medication will be asked to follow our ADA process, requiring approval and development of a modification plan. See **Allergies** section for additional information.

If the medication request is for any medication that requires specific skills or prior medical training to administer, families may be asked to follow our ADA process, requiring approval and development of a modification plan. Families must first make a written request for their student and provide it to the school with the physician's note including the requirements listed above.

We will submit the physician's note and request to be evaluated and approved. In some instances, we may require additional information or documentation, and we will work together with families to prepare a reasonable modification plan. Please contact a school leader for more information on our ADA policy.

ALLERGIES

Families are expected to inform the school about their student's allergies. Each student should have a Food Allergy & Anaphylaxis Emergency Care Plan listing their allergies, recommended treatment in case of reaction, prepared by families and the student's physician. Some students may need immediate intervention for an allergic reaction which may include administration of medication or an injection device, such as an Epi-pen. Families and school leaders will work together to ensure understanding about the allergies, the plan, and supporting medical documentation provided by the student's physician. Students with life-threatening allergies are referred through our ADA process for creation of a modification plan. Please note, because students bring their own food for snack and lunch, Brighton is not considered a peanut, nut, or any other food free organization.

FOOD POLICY

Brighton School does not provide food service at this time. Every student will need to bring a snack and lunch, including drink, to school each day.

Brighton understands the severity of allergies and is sensitive to students with dietary restrictions. However, because students are bringing food from home we can not declare our campus to be completely free of any allergen, such as peanuts. Classroom teachers will work

with students and their families to create a safe plan for meal times when allergies require. This may include a separate seating area or other modifications.

Brighton loves to celebrate with students! Treats brought from home to celebrate birthdays are encouraged, however, please choose a healthy option or a non-food item. If food items are brought to school we ask that they are individually packaged.

COMMUNICATION

Clear and consistent communication is essential to the success of our program. It is important for parents and teachers to share the responsibility for creating a working relationship that fosters student learning and development. Students need to know that their teachers and their parents have formed an alliance in order to make sure that their learning experience is positive and supportive and that the rules and expectations that govern the classroom will be reinforced at home. Essentially, parents and teachers are a team. In order to stay informed, be active in school programs, and be an integral part of your student's academics, please take advantage of the following communication pieces:

- **Monthly Newsletters:** Every month, a Brighton newsletter will be emailed to provide families with upcoming school-wide events, special dates, and important reminders.
- **Monthly Calendar:** In each newsletter, the calendar will provide families with a listing of events. The school year calendar on Brighton's website is also a convenient place to check for general dates.
- **Weekly Emails:** Each week, your student's teacher or teaching team will email a brief update of the week and provide reminders of what is coming up next.
- **School Website:** Because students often have multiple teachers and multiple classrooms, another good place to find information is on the school website: www.brightonschool.com. The website contains teacher email addresses, a monthly calendar, forms, important links, and other basic information.

- **Email:** As instruction will not be interrupted for phone calls, email is an excellent way to communicate with your student's teacher/s. Emails will be returned within 24 hours.
- **Phone Calls:** To avoid class interruptions, teachers and students should not be contacted by phone during instructional hours. Phone messages can be left with the front office. Students with cell phones should not be accessing their phones during the school day.
- **Online Access to Grades:** At the start of the school year, each middle school parent will be given access to our online grading program, Schoology. The middle school staff works with students to help them effectively use Schoology to keep track of their own schedule and grades. Communicating with your student regularly and helping them monitor their agenda along with the information provided on the grading site will help everyone stay current with grades and assignments. Please keep in mind that teachers are given multiple days to get assignments graded, especially essays and larger projects.
- **Parent Conferences:** Mandatory parent-teacher conferences are scheduled in the Fall. Half days will be given in order to schedule a conference with every family. Each teacher will coordinate the sign-ups for the fall conferences. Additional parent-teacher conferences may also be scheduled throughout the year as needed. It is best to schedule an appointment by contacting the teacher by email. Due to time constraints, after-hours meetings are not available unless a request is made in advance.

ACADEMICS

PROGRAM OVERVIEW

The Brighton School core curriculum contains the content of what we teach and is standards based. In planning instruction and lessons, we weave both 21st century themes and skills into delivery of the content standards in Language Arts, Mathematics, Social Studies and Science. Please note that our curriculums meet or exceed the national standards. Standards establish clear goals and provide Brighton staff with expectations for teaching and learning and student outcomes. Teachers use standards to plan, communicate learning goals, instruct, and assess. Teachers pay close attention to your student's proficiency, as students work towards their learning goals.

Robust teaching materials and pacing guides provide teachers with the road map for planning and student success. In planning instruction and learning activities, teachers weave timely themes and skills such as pro-social and life skills, into the delivery of the core content standards. Innovative instruction in specialty classes include but are not limited to: Art, Music, Drama, P.E. and Wellness, Spanish, and STEAM.

Technology is used with a purpose and is integrated across all grades. For example, devices are used to access digital content, and to redefine teaching and learning through interactive learning activities. Great emphasis is placed on teacher professional development to ensure safe and effective implementation of hardware and software.

Each school year is divided into two semesters with either semester or year-long focuses which incorporate the concepts such as design thinking, global understanding, systems, etc. Teachers create academic experiences to incorporate these concepts and specialized projects are embedded into both semesters.

REPORT CARDS

PRESCHOOL & PRE KINDERGARTEN

Our Early Learning students are assessed three times per year on their development of key academic, social, and fine and gross motor skills through observation and other age appropriate methods. Regular communication from the teacher will indicate each student's progression in these areas along a developmental continuum from introductory to mastery.

ELEMENTARY AND MIDDLE SCHOOL

Report cards are most effective when they clearly communicate a student's learning and identify strengths as well as developing areas. A comprehensive report also assesses both academic and social development, is aligned with academic standards, and supports self-evaluation. In order to provide a more comprehensive look at a student's performance and to convey more detailed information about what a student is learning and at what level it is being demonstrated, we will continue to use the hybrid report card model. We pride ourselves on providing clear and detailed communication and want to ensure that each tool we use is providing rich information for our parents and students.

DEVELOPMENTAL PROGRESS

Every staff member strives to routinely assess the developmental needs of our students. If these observations reveal possible developmental delays or special needs, they are brought to the family's attention, along with suggestions for families to reach out to pediatricians or other support professionals for further assistance. School leadership and families formulate a reasonable and constructive plan to work with the student, consisting of two to three goals, along with timelines and follow-up discussions to the extent possible.

CONFIDENTIALITY AND PRIVACY

Our program staff receive ongoing training and agree to follow the ethical responsibilities for maintaining confidentiality when conducting assessments of students. All information contained in your student's records are confidential, and anyone not directly involved in the care of your student or affiliated with state licensing, protective services or other government agencies will not have access to your student's records without your written permission. Families have the right to add information, comments, data or other relevant material to your student's records as appropriate. Additionally, you may request, in writing, the deletion or amendment of any information contained in your student's record and we will consider that request in accordance with any applicable court order or signed family agreements. We are happy to provide you reasonable access to your student's on-site records.

We ask that you not post any recordings you take at Brighton or Brighton-related events as they may include students or Brighton staff who have not given their permission or consent. Posting recordings, on the internet or in any other public forum requires written permission from the Head of School.

HOMEWORK GUIDELINES

It is important that everyone, students, parents, and teachers, understand that academic learning does not end arbitrarily at the end of the school day. Learning can take place in all environments and at all times. Furthermore, young people need to gradually develop independent study habits in preparation for further academic pursuits. Recognizing these facts Brighton School sets increasing amounts of homework starting in 1st grade. The assignments given will reinforce classroom work accomplished and will provide meaningful practice for mastery. A general, but not rigid, guideline for homework time per night is as follows:

KINDERGARTEN:

- Read every day. (Either student if able or parent to student)

GRADE 1-3: 30 minutes

- Typically prepared in the form of weekly packets. Projects may be included.
- Read every day.

GRADES 4-5: 45 to 60 minutes

- Students will be assigned homework daily which will include long-term assignments and projects.
- Read every day.

GRADES 6-8: 60-90 minutes

- Students will be assigned daily and long-term assignments/projects which can be recorded in a Brighton School planner, electronically or monitored through Schoology.

HOMEWORK TIPS AND POLICIES

- Organization is a key to homework success. Students are required to purchase some school supplies which should be replenished throughout the year as needed.
- Homework is most often assigned for practice to reinforce concepts learned in class.
- If your student is spending an inordinate amount of time on homework or seems to not understand the concept covered, please arrange a time to speak with the teacher.
- Note that not all assignments are due the next day. It is important for students to work on homework daily, even if it is not due until the end of the week. Time management is a skill we foster.

ASSESSMENT TOOLS

Assessment is an integral part of instruction. It determines whether or not goals are being met and inspires us to ask: “Are we teaching what we think we are teaching?” “Are students learning what they are supposed to be learning?”

ERB ANNUAL ACHIEVEMENT ASSESSMENT

Each year all students in grades 1st through 8th participate in the ERB CTP test during the spring. This assessment evaluates each student’s progress toward meeting rigorous and essential content standards in multiple disciplines. The results help us determine how well students are performing compared to other students their age and how effectively we are covering essential skills and standards for each grade. The test is given once per year and results are shared with families via mail in the early summer.

IREADY ONLINE READING & MATHEMATICS ASSESSMENTS

Online assessment tools provide staff with valuable information regarding how well our students are meeting or exceeding reading & mathematics standards throughout the year. Students are assessed periodically throughout the year and teachers use the assessment information to customize lessons which ensures that every student is receiving the appropriate instruction for his/her reading and math level.

STUDENT CODE OF CONDUCT

BEHAVIOR

It is the philosophy of Brighton School that all students, parents, and school staff work together to create an environment that is physically and emotionally safe. Our goal is to provide all students with a positive learning climate; therefore, all students have a responsibility to behave in a manner that allows teachers to teach and students to learn. Each individual deserves to be treated fairly and courteously, and it is our goal to develop positive and responsible behaviors through direct teaching using modeling and varied strategies, offering replacement behaviors, and using positive reinforcement. Positive classroom and school agreements allow students to know what behaviors are expected of them. Our behavioral guidance is constructive, age and stage appropriate and redirects students to appropriate behavior and conflict resolution.

When necessary, staff work with family members and other support professionals to create a plan for resolution. The plan includes positive behavior support, and families are kept informed of progress.

In rare circumstances, and only after all possible intervention strategies have been exhausted, a suspension or expulsion may be necessary. We reserve the right to suspend or dismiss a student for harmful or inappropriate behavior in our sole discretion: 1.) If we don't have adequate expertise or resources for a student's educational, medical or other needs; 2.) for violations of our policies; 3.) for any we determine to be in the best interest of the safety of students and the school.

SCHOOL AGREEMENTS:

- Mutual respect of things, ourselves and others
- Attentive listening
- Appreciation of others
- Participation in school activities

BEHAVIOR POLICIES:

- Individual class rules are established by the classroom teacher with student input. Rules will be stated in positive terms and posted within the classroom.
- Reasonable outcomes/consequences are established and discussed for both appropriate and inappropriate behaviors.
- Appropriate behaviors are taught and reinforced.
- Consequences include reflection on the part of the student and the identification of appropriate choices.
- With recurring inappropriate behaviors, the goal is to teach and reinforce the appropriate choices through assigned recovery time. Individual behavior plans may be required if behavior is frequent and not redirected through varied techniques.
- Recurring inappropriate or difficult behaviors may be documented by the classroom teacher and communicated directly to parents. Depending on the severity and frequency, a student may be directed to the office.
- Notification of an office referral will be communicated to the parents by the administration.
- Consequences will be designed to fit the needs of individual students and/or situation.
- Behaviors that put others at risk, physically or verbally, will not be tolerated and result in immediate removal from the classroom and, possibly, the school through an assigned detention, suspension, or expulsion.

BEHAVIORAL EXPECTATIONS:

AT ALL TIMES, students are expected to:

- Be respectful of others (share, collaborate, use appropriate language and humor, no bullying or fighting)
- Be honest
- Be respectful of school property (clean-up after self and others, no graffiti, eat in designated areas only, no gum on campus, dispose of garbage, keep books and equipment in good condition)
- Maintain safe body (walk, quiet voices, no throwing objects, no pushing, follow playground rules)
- Be respectful of all staff and follow the instructions given
- Be in designated, supervised areas at appropriate times (do not wander hallways or go in unattended rooms)
- Play all games fairly (follow the rules, listen to the supervisor or coach, respect opponents, good sportsmanship)
- Be appropriately dressed

Within the classroom, students are also expected to:

- Complete all assignments and come to class prepared (paper, pencil, notebooks, planner, ipads, books)
- Be respectful of teacher and classmates (listen, speak in turn, use appropriate voice level, use appropriate language, save jokes and socializing for appropriate times, raise hand)
- Follow established rules as well as those specifically assigned by each teacher
- Remain in class unless permission is granted by the teacher to leave the room to retrieve supplies or use the restroom. A prompt return to class is expected. Time missed beyond reasonable explanation may result in a consequence.
- Complete own work. Students may not copy the work of others, peers or authors, without citing their own sources. If a student is caught cheating or plagiarism, they will be assigned a zero on the assignment/test/paper and parents/guardians will be notified immediately. If the behavior is repeated again during the school year, a conference will be held with the parent and student. This could result in suspension or removal from the school.

POLICY AGAINST BULLYING, HARASSMENT, DISCRIMINATION, AND RETALIATION

Brighton is committed to maintaining an educational environment that is safe, inclusive, and free of bullying, harassment (including sexual harassment), discrimination, and retaliation. This may include behavior that occurs off-campus, uses technology that is not owned by Brighton (e.g., via social media, other electronic communications), or that impacts or affects Brighton's community. This policy prohibits a member of the Brighton community, including students, School management and staff, and Parents, from engaging in conduct towards another member of the Brighton community that is prohibited under this policy.

BULLYING

Bullying is any physical or verbal act or conduct, including communications made in writing or electronically (e.g., email, instant messaging, text messages, blogs, mobile phones, online games, chat rooms, and posting on social media), directed toward one or more students that has or can be reasonably predicted to have the effect of one or more of the following:

- Placing a student in reasonable fear of harm to that student's person or property;
- Causing a reasonable student to experience a substantially detrimental effect on their physical or mental health;
- Causing a reasonable student to experience substantial interference with their academic performance; or
- Causing a reasonable student to experience substantial interference with their ability to participate in or benefit from the services, activities, or privileges provided by Brighton.

Conduct meeting the above requirements that is severe or pervasive will clearly violate this policy. However, conduct need not be severe or pervasive in order for Brighton to determine that there has been a violation of this policy. Examples of bullying include, but are not limited to, social exclusion; threats and intimidation; stalking; direct physical contact, such as hitting or shoving, or attempting to make physical contact or inflict physical injury; theft; public humiliation; destruction of property; verbal or written insults, teasing, or name-calling; and creating a false profile on a social networking website, for the purpose of having one or more of the effects listed above.

HARASSMENT

Brighton prohibits harassment based on actual or perceived sex, race, color, religion, ancestry, national origin, sexual orientation, physical or mental disability, medical condition, marital status, gender identity, gender expression, age, military and veteran status, or any other basis protected by federal, state, or local

law (“Protected Classifications”), as applicable, or association with an individual who has an actual or perceived Protected Classification.

HARASSMENT CAN TAKE MANY FORMS:

- Verbal, written, and visual harassment includes, but is not limited to, making disparaging statements; telling jokes; using epithets, slurs, stereotypes, insults, or labels based on an individual’s Protected Classification(s); threats of physical harm; or statements designed to intimidate, abuse, or humiliate another, whether communicated verbally, in writing, electronically, or in posters, cartoons, drawings, or gestures. This may include comments on appearance, including dress or physical features or dress consistent with gender identification, or stories and jokes focusing on race, national origin, religion, or other Protected Classifications.
- Physical harassment includes, but is not limited to intimidating conduct, such as touching of a person or a person’s property, hazing, assault, grabbing, stalking, or blocking or impeding a person’s movement. Sexual harassment is defined as any unwelcome sexual advances, requests for sexual favors, and other verbal, written, visual, or physical conduct of a sexual nature.
- Examples of sexual harassment include, but are not limited to, demands for sexual activity; sexual flirtations, advances, or propositions; sexual innuendoes or suggestive jokes; comments of a sexual nature to describe an individual or an individual’s body; unwelcome physical contact such as touching, pinching, or brushing the body; any type of coerced sexual activity including sexual abuse; displays of sexually suggestive objects or pictures; obscene gestures or materials; spreading rumors of a sexual nature; leering; making sexual gestures; or sexual contact. Sexual harassment can occur between individuals of different genders or individuals of the same gender.

DISCRIMINATION

Discrimination is treating an individual differently because of the individual’s actual or perceived membership in a Protected Classification (as defined previously) by taking an adverse action against or denying a benefit to that individual.

RETALIATION

Brighton prohibits retaliatory behavior against anyone who complains in good faith or participates in the complaint and/or investigation process pursuant to this policy, regardless of the outcome of the investigation. Retaliation includes, but is not limited to, taking sides against an individual, spreading rumors about or shunning or avoiding an individual, or making real or implied threats of intimidation towards an individual, because that individual reported bullying, harassment, or discrimination or participated in an investigation related to a report of bullying, harassment, or discrimination.

REPORTING PROCEDURE

Students and Parents who believe that they have experienced, witnessed, or have relevant information about bullying, harassment, discrimination, or retaliation should immediately report the matter to Brighton, either orally or in writing. Students and Parents may report the matter to the Head of School or to any other employee of Brighton with whom they are comfortable (whom must report the matter to the Head of School). While Brighton does not limit the time frame for reporting, immediate reporting is important as Brighton may not be able to investigate as thoroughly or consider as wide of a range of Disciplinary Consequences the longer the time that has passed between the alleged misconduct and the report.

INTERIM MEASURES

Brighton may provide appropriate interim support and reasonable protective measures, if and as needed based on the particular applicable circumstances during any investigation and/or to protect against further acts of bullying, harassment, discrimination, or retaliation; to provide a safe educational environment; and/or to protect the integrity of an investigation. Brighton will, in its sole discretion, determine the necessity and scope of any interim measures.

INVESTIGATION PROCESS

After Brighton receives a report of an alleged violation of this policy or otherwise learns of a potential violation of this policy, Brighton may request clarification and/or conduct an initial inquiry by meeting with the individual(s) who made the report and/or who was reportedly subjected to conduct that violates this policy. If Brighton determines that the behavior at issue may be in violation of this policy, Brighton will determine the appropriate course of action, which may include initiation of an investigation. Any investigation may be conducted by designated School personnel or by an outside investigator, in Brighton's sole discretion. Students, Parents, and School management and staff are expected to cooperate in any investigation as needed.

CONFIDENTIALITY

Brighton will make reasonable efforts to protect students' privacy and confidentiality. Information will be shared only on a need-to-know basis with School personnel involved in an investigation; to the extent necessary to conduct an investigation; to take appropriate action, including ongoing monitoring, interim measures, and remedial action; and/or as necessary in relation to any administrative or legal proceedings, or as otherwise required by law, all as determined in Brighton's sole discretion.

REMEDIAL ACTION

Brighton will determine, in its sole discretion, if the conduct violates School policy and if so, the appropriate remedial action. Any student determined to have violated this policy will be subject to Disciplinary Consequences. Any violation of this policy by a Parent, or other individuals interacting with Brighton and/or the Brighton community by virtue of their relationship with the student, will be considered a violation of Brighton's parent behavior expectations, and subject to appropriate consequences (Please see the Parental Comportment and Support for School Policy section). Misconduct by School employees is addressed in a separate policy in Brighton's Employee Handbook and will similarly result in an appropriate corrective action.

INTERNET, SOCIAL MEDIA, AND ELECTRONIC COMMUNICATIONS POLICY

To the extent that students engage in any use of the internet, social media, or electronic communications that creates a substantial disruption at School, that materially interferes with School activities, that reasonably leads Brighton to foresee such disruption or interference, or which interferes with the rights of students, employees, or School families, Brighton may impose a Disciplinary Consequence on students, regardless of whether that use is through devices and resources of Brighton or any personal devices or resources.

Moreover, students are required to follow all School rules in their use of the internet, social media, or electronic communications, including adherence to Brighton's Policy Against Bullying, Harassment, Discrimination, and Retaliation.

Students must never communicate any information or rumors that they know to be false about fellow students, School management and staff, or anyone. Students must strive for accuracy in any communication, be it a blog entry, post, or comment. If students make a mistake, they should correct the information or retract it promptly.

Students must not disclose information that may violate student, family, or employee rights or privacy. For example, students must not disclose another individual's social security number, medical information, or financial information in a manner that violates that person's privacy rights.

Members of the Brighton community (e.g., students, Parents, Related Individuals) may not create and/or run social media accounts, websites and/or email addresses that refer to their enrollment in Brighton or any School activities, or that have Brighton's name in the title of the account, without the express advance consent of Brighton. If an account, website, or email address creation is approved, Brighton must have administrative access to any live account, website, or email address. Any member of the Brighton community who is found to be operating an unauthorized social media account, website, and/or email address must

immediately delete the account, website, and/or email address, and such actions may be considered a violation of the Handbook.

CONSEQUENCES & SUSPENSIONS

IN CLASS BEHAVIOR/CONSEQUENCE PROCEDURES:

Positive reinforcement remains the utmost focus to strengthen F.I.E.R.C.E. actions and choices as part of the F.I.E.R.C.E. program. However, consequences for behaviors contrary to F.I.E.R.C.E. expectations may include but are not limited to:

- Redirection and conflict resolution
- Encouraging the student to talk out their problems and discover a solution
- Warning with time away to reflect on choices
- Warning with loss of free time/recess/incentive
- Tracking/logging poor behavior choices on school record
- Establishment of a behavior plan
- School to home communication
- Office Referral

Behavior consequences are confidential and are only shared with the students' family . If the behavior expectations cannot be resolved through the above policies and procedures, or (in our sole discretion) if the problem is serious, we reserve the right to dismiss or suspend a student for unsatisfactory behavior in order to ensure the physical and emotional health and safety of all students. We may also suspend or dismiss a student (in our sole discretion) for lack of parental assistance in efforts to work with a difficult student and/or violation of our policies.

Out of School Suspension: Student completes the school day and assigned work at home. Expulsion—student's enrollment is discontinued from the school and may not return.

Family Conflict Resolution: We encourage open communications between families and staff, so they may work together for the benefit of the student. Families can interact with their student's teacher and other staff members daily during our normal school hours, subject to any applicable security of the classroom management procedures. In many cases, families and school staff can resolve any concern or conflict that arises.

Protocol for Expressing family Concerns:

- Make an appointment to see the teacher and discuss the matter. We are committed to the process of communication being safe and respectful, without retaliation.
- If after discussing the matter with the teacher, the family is not satisfied, please make an appointment to see the school principal about the matter.
- The principal will discuss the matter with the teacher and, if necessary, a meeting with all parties will be arranged. As principals are the key decision makers for their school, we strongly encourage families and principals to work closely to resolve any concerns.
- If the matter is still not resolved the family or principal may request a meeting with the Head of School.
- Finally, if the matter can not be resolved after all previous steps it may be in the best interest of all parties to end the relationship.

All students, families, and staff have the right to a safe and disciplined school community. With this right, comes the responsibility and accountability to promote a respectful school environment for all. We understand that sometimes emotions regarding your student or a situation at school can run high. However, we expect families and staff to treat each other respectfully and professionally. If a family's behavior disrupts the learning environment or school operations, or if it becomes too difficult to have a positive or constructive relationship with the School, the School may take immediate action. If at any point a family's behavior pose a safety threat to our students, staff, or property, we reserve the right to limit that family's entrance to our school. This limitation could include expulsion of the student if the behaviors escalate despite our best efforts.

CELL PHONES

Students can use the front desk phone or ask permission to use their cell phones in the front office to make a phone call when necessary. Phone calls are to be kept to a minimum. We will not transfer calls to students except in an emergency.

Cell phones are allowed on campus (AT YOUR OWN RISK), but we encourage students to leave them at home. Cell phones are not allowed to be used during the school day unless granted permission. Cell phones MUST remain in backpacks/lockers during the day with the ringer/alerts turned off. If these devices are out and/or used without permission, they will be confiscated. Confiscated items are given back at the end of the day to the students. After multiple offenses, parents will have to pick up the device.

To avoid class interruptions, parents should not call student cell phones directly during the school day. Communication to students should be done through the main line at our front office: (425) 640-7067.

PROFESSIONAL ATTIRE

The responsibility for the dress and grooming of a student rests primarily with the student and their family .

ALLOWABLE DRESS & GROOMING

- Students must wear clothing including both a shirt with pants or skirt, or the equivalent and shoes.
- Shirts and dresses must have fabric in the front, back, and on the sides.
- Clothing must cover undergarments.
- Fabric covering all private parts must not be seen through.
- Hats and other headwear must allow the face to be visible and not interfere with the line of sight to any student or staff. Hoodies must allow the student face and ears to be visible to staff.
- Clothing must be suitable for all scheduled classroom activities including physical education, science labs, STEAM, recess, and other activities where unique hazards exist.
- Specialized courses may require specialized attire, such as sports uniforms or safety gear.

NON-ALLOWABLE DRESS & GROOMING

- Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- Clothing may not depict pornography, nudity or sexual acts.
- Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected groups.

WEATHER RELATED CLOTHING

- Brighton students will be using the playground for recess regardless of the weather. Please make sure clothing and outerwear choices are conducive to the elements.

LOCKERS

All students grade 3rd through 8th are assigned a locker in the Middle School hall for books, iPads, lunch and clothing. Since a locker is the property of the school, it may be inspected by school staff at anytime, for any reason. Students may only use the locker that is assigned to them. Locker access is strictly limited to right before school, between classes, lunch, and end of day. It is the responsibility of the student to keep their locker clean and organized. Food must be removed from the lockers daily and lockers should be cleaned out weekly. Students will only be allowed to access their lockers during class with permission.

Please note: Students are requested not to bring money, jewelry, or other valuables to school. If it is necessary to bring money or valuables, the student should leave them in the office for safe keeping. Students should never leave valuables in their lockers.

SCHOOL PROGRAMMING

BEFORE & AFTER SCHOOL

Brighton offers before school care from 7:00 am to the beginning of class and after school care from the ending of class until 5:30 p.m.

After school programs consist of daily activity rotations Monday - Friday. Please see the pick-up procedure for after care in the Back to School Newsletter.

Anticipated Activity Block Times:

3:15 - 4:30 pm

- Grades K-8 Activity Block #1 (sports, clubs, classes, organized activities, extended study hall opportunity for Grades 5-8)

4:30 - 5:30 pm

- Grades K-8 Activity Block #2 (outside play, gym play, snack, extended study hall when available)

2:15 - 5:30 pm

- Preschool & Prekindergarten: variety of after school activities

HALF DAYS

On an academic half day, students will spend the morning in homeroom classes or shortened classes (middle school). Pick-up times for half days range from 11:15 to 12:15. All students must be picked up on half days, there is no after care on these days.

SPORTS

The Brighton athletic program gives all students, 5th through 8th grade, the chance to participate and develop their athletic skills. As a member of the Cascade Middle School League, students compete in soccer, volleyball, basketball, tennis, and track and field. The program focuses on teamwork, skill development, physical conditioning and fostering a lifelong love of sports. Brighton's sports program has a no-cut policy

and all players are given equal playing time. With this supportive and welcoming philosophy, the majority of Brighton students participate in at least one sport.

FIELD TRIPS

Field trips are an integral part of our program experience here at Brighton. We believe that students will retain information if they have hands-on field experiences. Field experiences are embedded into our curriculum as an additional chance for students to make learning come to life. Taking advantage of many local resources that the Pacific Northwest provides, we are able to offer trips to museums, parks, boating, the aquarium, the zoo, entrepreneurship opportunities, community centers, swimming, rafting, hiking, restaurants and much more.

F.I.E.R.C.E.

Brighton's F.I.E.R.C.E. program aims to encourage students to optimize their potential, both academically and socially. The comprehensive character education program utilizes a three step systematic approach to instilling social emotional skills, character & virtue, and foundational education in the realm of social emotional learning and mental health.

Brighton's F.I.E.R.C.E. Program works to achieve these goals through the use of the following steps:

1 | School-wide F.I.E.R.C.E. Expectations - VIEWABLE IN ALL CLASSROOMS (see below):

F = FEARLESS: takes responsible risks, willing to try something new, determination, grit, persistent, honest & brave

I = INNOVATIVE: creative, skillful thinker, problem-solver

E = ENTHUSIASTIC: engaged, full of wonder, enjoys & is open to learning, positive attitude, finds humor

R = RESPONSIBLE: organized, respectful, ownership of self and choices, socially responsible, self-control, manages impulsivity

C = COMPASSIONATE: kind, sympathetic, empathy, generosity, respect, gratitude, humility

E = ENLIGHTENED: eager to learn, prudent, open-minded, thoughtful, reflective

2 | Reinforcements, Incentives, and Recognition for positive behaviors and F.I.E.R.C.E. actions.

- Monthly F.I.E.R.C.E. rallies with incentives for students recognized for positive choices
- 2 students from each class are selected by teachers due to exemplary F.I.E.R.C.E. actions and invited to celebrate their success with other recognized F.I.E.R.C.E. students. Recognized students enjoy a sweet treat and a group photo with the staff.

3 | Administrative and Teaching Support and Guidance

- SEL Lessons
- Short-term individual and group counseling
- Conflict resolution meetings
- Addressing safety concerns through intervention, prevention, and safety assessments
- Facilitating or co-facilitating small social skills groups

- Regular collaboration with administration, teachers, students, and families to ensure staff, parent, and students needs are being met
- Ensuring implementation of the school wide F.I.E.R.C.E. program

School Leaders remain great support people to seek guidance from, particularly when students present a great need in the realm of Social Emotional Learning or if student safety concerns arise related to mental health. The School Leaders can provide guidance or direction to assist staff and parents, while ensuring safety needs are met.

MIDDLE SCHOOL COURSES

MIDDLE SCHOOL PRIMARY COURSES

In core academic courses, students are exposed to subject specific content and assessed through various measures including tests, quizzes, essays, projects, presentations, participation, etc. Grades in primary courses are reported on the semester report cards and listed on the final transcript.

CORE ACADEMIC COURSES INCLUDE:

- **Math:** The Brighton math program is the only course in the middle school where students are grouped by ability. When students enter 6th grade, they are placed in math classes based on several factors: teacher recommendation, report card grades, and standardized test scores. All placements are subject to change throughout the year based on student performance and motivation.
- **Science:** Our science program follows the Next Generation Science Standards and over the course of 3 years, covers Earth, Life, and Physical science.
- **Language Arts:** Our language arts program focuses on novel studies, non-fiction reading and writing, vocabulary, and writing.
- **Social Studies:** Our social studies program focuses on developing strong research skills while studying history topics such as: Ancient Civilizations, WA State history, and US history.
- **Spanish:** The middle school Spanish program becomes more academic once students enter 6th grade. Over the course of their three years in middle school, students may earn up to one year of high school credit for their work. Credit is based on grades, teacher recommendations, and a cumulative test at the end of 8th grade.

Middle School students participate in a Homeroom course at the beginning of each day focusing on strengthening their social emotional well being as it pertains to their overall academic success. Homeroom teachers are first point of contact for parents or students in regards to prosocial skills regarding:

- Effort and effective management of middle school life (time management, organization, etc.)
- Communication and relationships between students, peers, adults, and staff
- Building and maintaining a supportive school environment through the use of the school- wide F.I.E.R.C.E. program (see section on F.I.E.R.C.E. program)

SPECIALTY CLASSES

In addition to their core academic classes, students participate 1-2 days per week in classes designed to enrich the learning experience with little to no homework. The expectation is for students to have the opportunity to participate and explore new areas of interest. These classes include:

- **6th, 7th, and 8th:** PE, Tech, Study Hall
- **6th and 7th:** STEAM
- **6th:** Study Skills

- **7th:** Health
- **8th:** Life Skills

ELECTIVES

Each semester, middle school students are given the opportunity to choose 2 elective classes. These classes are an avenue for creative exploration and vary each semester. Some examples are: Leadership, Band, Drama, STEAM, Art, Brighton TV, Coding, Yoga, and Team Sports.

PASSING PERIODS AND TARDIES

Students are responsible for using their five minute transitions to get to their locker and classes on time. It is extremely disruptive for students to arrive late to class. This impacts teaching & learning and results in missed information for the late student. Students arriving tardy to class after the first period will receive an infraction. After three tardy infractions, students will be assigned a lunch detention. Multiple infractions will also be documented on report cards and final transcripts.

MIDDLE SCHOOL SECONDARY COURSES (ELECTIVES)

Secondary courses provide students with opportunities to explore a variety of different topics which are taught by their core and speciality teachers. Each course runs for one semester, unless otherwise indicated. Students will have multiple secondary courses to choose from each semester. While the secondary courses are more exploratory in nature, they are graded.

Expectations and grading are consistent across the secondary courses with daily participation, a mini-project or assignment, and a final project/assessment being assigned.

HOMEROOM

Middle school students begin and end their day in a brief homeroom class. This time is used for announcements, social-emotional activities, and regular student check-ins. A student's homeroom teacher is the main point of parent contact for general questions, attendance notifications, and conferences.

SCHOOLGY

Middle school uses the platform Schoology for all classes. Teachers will post assignments and grades and both students and teachers can use Schoology to communicate with each other. All middle school parents have access to their student's Schoology information. Schoology login information is provided at the start of each school year.