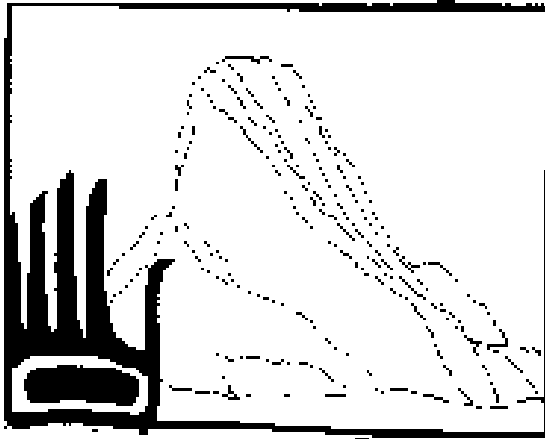


I.C.E. Program



2011-12 Student / Parent Handbook

1637 Grant Street, Port Townsend, WA 98368

ICE Portables (360) 379-4251 or 379-4259,
voicemail 379-4500, ext. 4251
ICE House (360) 379-2605
fax (360) 379-4261

website: <http://www.ptschools.org/ice>



Individualized Choice
Education

I.C.E.
Program

Contacting I.C.E.

I.C.E. Portable D (Liz) 379-4251
I.C.E. Portable E (Daniel) 379-4259
Voicemail ext. 4251
(1637 Grant Street, North Portables)

I.C.E. House (Marci) 379-2605
(1634 Grant Street)

Grant Street School 379-4535
(1637 Grant Street)

Teachers:

| | |
|-----------------|-----------------------------|
| D. Liz Quayle | <i>dquayle@ptsd50.org</i> |
| Marci Van Cleve | <i>mvancleve@ptsd50.org</i> |
| Daniel Molotsky | <i>dmolotsky@ptsd50.org</i> |

Administration:

| | |
|----------------------------------|----------|
| <i>Steve Finch, Principal</i> | 379-4535 |
| <i>sfinch@ptsd50.org</i> | |
| <i>Gene Laes, Superintendent</i> | 379-4501 |
| <i>glaes@ptsd50.org</i> | |

Website:

<http://www.ptschools.org/ice>

ICE Principles

We hold these principles to be the foundation of strong community and a positive educational environment. All members of the ICE community-- teachers, students, and families-- are asked to uphold these principles.

RESPECT

Respect people

Respect place

Respect property

Be Kind

SAFETY

Follow directions

Do NO harm to any person

Obey safety guidelines

LEARNING

Participate

Cooperate

Come prepared to think, question and create

Communicate openly & honestly

Support the learning around you

Enjoy your mind

Be RESPECTFUL, RESPONSIBLE, and FUN to be around!

We would like students and families to reflect on these principles. Explain briefly your definition or explanation of respect, safety or learning. Choose one and explain what it means?

Please take the time to answer and write a few thoughts below:

STUDENT: _____

PARENT / GUARDIAN: _____

Thank you!

I.C.E. Program

at Grant Street School
1637 Grant Street
Port Townsend,
WA 98368

Meeting Challenges Through Contract Education

Port Townsend I.C.E. Program Advisory Board

Mission Statement:

The I.C.E. Advisory Board is a body formed to support the I.C.E. staff in their pursuit of educational excellence for students and families enrolled in the Port Townsend I.C.E. Program. The goal of the board is to act as a problem-solving group that addresses challenges and issues that affect the quality of the program and to assist with the design of holistic goals for the future benefit of the program. The Board will not set policy, rather it shall act solely as an advisory council with suggestions and strategies for issues at hand.

As a part of its goal-setting role, the Advisory Board provides suggestions and feedback for the ICE Program's School Improvement Plan (SIP).

Current ICE SIP Goals

- Goal 1 Promote a positive school image in the local community
- Goal 2 Promote positive student citizenship and safety
- Goal 3 Improve students' skills and scores in the areas of mathematics and science as evidenced by appropriate assessments

Advisory Board Members

I.C.E. Staff: Marci Van Cleve
Daniel Molotsky
Liz Quayle

Administrator: Steve Finch, Grant
Street Principal

Current Board Members:
Counsel Langley
Lisa Doray
Rebekah & Skip Cadorette

(Open for new members)

Meeting Dates for 2011-12:

September 6 (Open House in Grant Street Gym)
October 3
November 7
December 5
February 6
March 5
May 7

All meetings are held 6:00-7:30 p.m.
in the ICE House.

ICE Program Parent Volunteer Opportunities

The ICE Program is a community of students, teachers, and families. Together, we are all working to create the best possible educational experiences for our children. There are many ways that parents/families can get involved to help us. Please let us know if you are interested in any of the following activities:

1. ICE ADVISORY BOARD:

This is a group composed of parents and teachers that meets the first Monday evening of the month to discuss ICE issues, dreams, needs etc. All meetings begin at 6:00 p.m. in the ICE House. This year's dates:

| | |
|--|------------|
| September 6 (Open House in Grant Street Gym) | December 5 |
| October 3 | February 6 |
| November 7 | March 5 |
| | May 7 |

2. FIELD TRIPS:

Organizer: We are always looking for organizers to arrange for field trips and to coordinate drivers.

Chaperones & Drivers: To drive for field trips, please complete the enclosed paperwork and provide a copy of your driver's license and insurance statement. Additional non-driving chaperones are always welcome!

3. CLASSROOM ORGANIZATION:

We can always use help with photocopying, mailings, organizing our library, art supplies, and book-shelves, creating databases for books and materials issuance.

4. CLASSROOM SUPPORT:

Parents are welcome to come to class to work with students individually or in small groups.

5. CLASS PRESENTATIONS/ASSISTANCE/TEACHING:

Family members with special skills, interesting journeys, and diverse work experiences are invited to come make classroom presentations. Perhaps we could do a career day? Teach a skill or come help during projects!

6. FUNDRAISING:

There are many creative ways to raise money and many creative ways that we could use it! If you want to help support field trips, to purchase of special curriculum or classroom items, or provide special events, help us do a fund-raiser. We could also use a resourceful grant writer!

THANK YOU FOR BEING A PART OF THE ICE COMMUNITY!

What should I be doing until classes begin?

Here are some ideas for the first weeks of school (or so) or when you're stuck for ideas and without books:

K-8 Take a look at the list of countable activities on the sample timesheet in your handbook.

9-12 Think about what your course topics will be: English, Math, Science, History, Arts/Music, PE.

(High School English includes Reading & Writing)

Reading: All students should be reading or listening to stories daily. If you don't already have a book, go to the library and find a book that you can read without too much difficulty—no more than about 3-5 unknown words on a page. Find fiction, non-fiction, books on tape with accompanying text. Retell stories together, start ideas on creative book report ideas: draw characters, describe them, draw the setting, make a bookmark about the book, write one sentence (or one paragraph) that describes the action on a page or in a chapter, start a timeline or cartoon strip of events that happen in the story.

Writing: *Read over the Writing Sample topic page. This writing should be done by you only, no help from parents, siblings, or friends. This writing assignment is due by your second conference at the latest.*

Start a personal journal. Go outside and describe what you see—trees, actions of birds, waves on the beach, sounds, sights, smells, touch. Start a short story. Describe a character that you would like you have something happen to. Write poetry.

Challenge yourself with new vocabulary words from the dictionary. Play Scrabble.

Math: Make a list of what you can do well in math and what you need work on. What did you study last year? What do you remember? Bring this list to your conference. Practice your addition or multiplication tables. Cook using measuring cups—halve and multiply recipes! Find patterns in nature and copy them. Look for non-standard shapes. Measure your room and determine the square footage. Measure your furniture, create graph-paper models and move them around the room. Play math games. Play chess.

Science: Draw a picture of the night sky. Identify constellations. Find out what is the difference between a waxing moon and a waning moon. What is a gibbous moon? How does the moon affect the tides? What is a neap tide and when does it happen? Where in the world is there no difference in high tide and low tide? What are ocean currents? What makes them go the directions they do? Visit the Marine Science Center. What kinds of sea life do we have at the beach? What keeps a bull-kelp bulb afloat? How does it transfer oxygen to its roots? What is photosynthesis? How do leaves turn color and why don't they turn as red here as they do in New England? Why do pumpkins take so long to grow?

Social Studies / History:

Think about the roles people have in society and what makes a community. Look on a globe and find a new place that you might like to visit. Where is it? What is the weather like? What kind of people are there? What do they hold as important in their lives? How has their history interacted with the United States' history? Look up map vocabulary terms: isthmus, lagoon, fjord, peninsula, island, oasis, bay, gulf, inlet, strait, sound, cove. What's the difference between a sea and an ocean? a bay and a gulf? an isthmus and a peninsula? a desert and a dessert? What are the names of the oceans and can you locate them on a map or globe without looking first? What are the names of the 7 continents and where are they? What major historical events happened the year you were born? Make a timeline of your life. Draw a family tree and interview your parents and grandparents.

P.E.: Walking, riding a bicycle, skateboarding, swimming, soccer, softball, football, dance, horseback riding, climbing trees, tae kwon do, a game of tag, chopping firewood, etc.

Arts: Drawing, painting, sculpting. Make homemade dough or goop. Find a flower or insect and draw it in detail. Carve (with parental supervision) on a bar of soap (Ivory will float if you carve a boat or a whale) or a stick of wood. Cut out magazine pictures (ask first) and make a collage of your favorite things or people. Make a collage that represents yourself! Make a 3-D sculpture of a house and make people to go into it.

Sing. Play a musical instrument, make a musical instrument out of hollow pieces of wood, string and bucket, wire screen.

Take photographs of still scenes, people or nature. Arrange them in a book or cut and paste to make new pictures. Use a video camera to make a "how to" movie.

Act in a play. Write a play and perform it in front of your family. Participate in drama lessons. Find out what "improvisation" is and do it!

Learn to knit, crochet, cross-stitch, or tat. Hook a rug. Redecorate your dresser or your room.

Family Skills / Life Skills (9th grade): Do the laundry, dishes, vacuuming. Cook meals and bake cookies. Take care of your pets. Learn to make your bed if you don't already know how. Reorganize your room. Learn to sew on a button or repair a zipper.

Create a budget for your allowance/chore money/gift money/babysitting earnings. Find out what it would take to get a job. Practice filling out a job application. Write up a résumé. Look up housing costs, grocery costs, and utilities to see what kind of income you would need to live on your own. Work out a monthly budget with your parents for the household expenses.

Computers / Technology: Educational computer games, keyboarding skills, email. Learn a new computer program and teach it to your parents. Research how the Internet came about or how a computer works. Find out about personal safety on-line.

Find out how an appliance in your kitchen works (unplug and ask your parents first). Help repair the family car. Rebuild a bicycle or dirt bike engine. Design a futuristic home and describe the gadgets, appliances, tools, and other features within it.

Use your imagination! This world has so much to offer. Learn what you can. Take an interest and go for it!

See you at your next conference!

Do you know which core subjects you should be studying this year?

Besides English/Language Arts and Math, here are the general Social Studies and Science topics for each grade level:

*Grade Social Studies topics
Science topics*

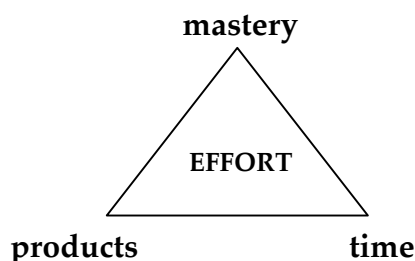
- | | |
|-----|---|
| K-1 | Community, map awareness, charts, occupations Nature studies, Physical science, cause & effect |
| 2-3 | PNW Geography, Beginning Native American studies, continents, graphs Physical science, Nature studies, Salmon life cycle |
| 4 | World Geography, Explorers Scientific systems, Scientific process in experiments |
| 5 | U.S. Geography, PNW History Scientific systems, Physical science |
| 6 | World Geography, Ancient World History Science lab safety, scientific process, intro to microsystems |
| 7 | Modern World Studies, Washington State History Cells, periodic table of the elements, Botany structure, classification |
| 8 | US History, World War II Astronomy, Periodic table of the elements, Geology |
| 9 | Washington State History (if not completed in middle school) World Geography General Science or Physical Science |
| 10 | World History (Ancient &/or Recent) Biology |
| 11 | US History & American Government (Colonies to present) Chemistry or Physics (recommended for college) |
| 12 | CWP (Contemporary World Problems) Physics or Chemistry (recommended for college) |

Keep track of your studies on your weekly activity logs (timesheets).
These logs should be turned at the beginning of each week, and no later than the last week
of the calendar month.

What is High School Credit?

Credits, or Carnegie Units, are used to determine a student's passage through required course material. ICE Program credits are approved and recorded through Port Townsend High School, so all of our graduation requirements are the same. While some course materials will differ, the general concepts are comparable. Students are expected to set a high school plan, earn a minimum total of 22.5 credits, complete and present a Culminating Project, Senior Presentation, and meet the HSPE (High School Proficiency Exam) standards in order to graduate with a high school diploma.

High School Credit through the ICE Program is comprised of three key parts, surrounding a fourth:



Through Effort, the other three are possible.

Time: One semester credit requires 75-90 documented hours

One full year credit requires 150-180 documented hours

Definitely, time is a result of effort, and the more hours put into a course, the higher the output in quality and products.

Products: Students will have a variety of assignments that are part of the course requirement. Quality completion of these projects, worksheets, reports, etc. will increase the sense of pride in work done well.

Mastery: Through conferencing and classes, students will be regularly assessed on their comprehension of course material. This may be done through written tests, essays, take-home exams, class discussions, or interviews during conferences. It is our responsibility as teachers to verify that you have not just put in the hours, but that you have gained new knowledge and skills from the effort.

Grading

High school courses are graded on a scale of A, B, C, or In Progress (IP), with "+" and "-" as modifiers (except A+). *Effective this school year, students have one year from time of grade submission to complete a course, or it will be submitted as a No Credit.*

- A** Excellent quality; neat, complete and accurate; little room for improvement. Student has excelled in mastery of the concepts.
- B** Very Good quality; neat, complete and accurate; some improvement possible. Student has strong comprehension of most concepts.
- C** More than minimum effort; satisfactory presentation and completeness of products. Students has good comprehension of most concepts.
- IP** Student has not yet met the minimum requirements in time or products; products are incomplete or missing. Student has not mastered concepts.
- NC** Student did not complete IP work and more than one year has elapsed.

Grades are determined through assessments, teacher evaluation of products, student self-evaluations, and conferencing with the parent and/or student.

Classroom Guidelines

- **Follow directions**
- **Keep hands, feet and objects to yourself**
 - **Follow Safety Guidelines**
- **Be respectful of others and their property**
 - **Participate appropriately**

Attendance:

Students who choose to attend ICE classes need to attend every class. Missing one class is like missing a week of school. If an absence is unavoidable, please call to let us know why you will not be here. All absences need a parent excuse by phone, email or note. Students who are frequently tardy or miss class may be dropped from the class and will complete their studies on an independent basis.

Lunch & Snacks:

To support healthy nutrition, students are welcome to access the breakfast and lunch program at Grant Street School. Free & reduced rates are available for families who qualify. There is no cafeteria in the ICE Program, so students eat in the classroom.

With this in mind, we expect that all students will be respectful of others as they eat. Many of our students have dietary restrictions, so we ask that you please limit sharing of food, and be aware of these restrictions when bringing a class treat. We also ask that student limit their beverages to single serving size and not bring energy drinks or other heavily-caffeinated beverages.

Occasionally, teachers will provide limited healthy snacks for longer days, but students should bring their own lunches and snacks when possible.

Visitors:

Visitors who are respectful of the ICE Classroom Guidelines may visit and participate appropriately in class activities with instructor permission. Contact the class instructor before bringing a visitor so that we may be prepared with sufficient materials. Visitors who are brought without prior permission or who are disruptive to the educational process may be asked to leave the school premises.

Class credit value (grades 9-12)

Class attendance and participation count toward your course grade. Classes are considered enrichment and enhancement to your studies to help provide a more meaningful experience with the topic. Attendance is maintained in all classes. Some classes depend upon attendance for credit (e.g., World Languages and Puget Sound Explorers).

Dress Code

The ICE Program supports the Port Townsend High School Dress Code. This is especially important as many classes are held on a primary school campus.

The *PTHS Student Handbook* states: "It is the student's responsibility to dress in a manner that is appropriate for school and is conducive to learning, without causing disruption to the classroom environment. Clothing that is deemed offensive will not be permitted. Students are expected to wear clothing that covers their bodies in an appropriate manner. The school administration reserves the right to decide on an individual basis whether or not an article of clothing is appropriate for school."

Here are the clothing guidelines that determine whether or not a student's dress is appropriate for school. It is difficult to have an all-inclusive list. However, there are four basic principles:

- Students may not wear clothing which reveals a significant amount of skin, including but not limited to backless tops, tops which do not significantly cover midriffs and/or both shoulders, short-shorts, short skirts, skirts with high slits, low cut shirts that reveal cleavage or a significant portion of the upper chest.
- Students may not wear clothing that reveals undergarments. This also includes the 'saggy pants' that would reveal undergarments. Pants should be worn so that they are secured on the waist or upper hips. Additionally, sheer clothes that reveal undergarments are not appropriate for the school setting.
- Students may not wear clothing that advocates or conveys weapon, alcohol or drug advertisement or usage, anything of a derogatory nature about any group of people, clothing with sexual innuendoes or blatant sexual messages, or clothing with inappropriate language.
- Students may not wear any article of clothing that is deemed by the administration to be gang-related.

Thank you for your support and understanding
in helping everyone dress appropriately for school.

It's OK to be modest!

I.C.E. Safety Guidelines

For your own safety and as a role model
to the younger students on our campus

Getting Here

- follow school bus safety rules
- wear a bicycle helmet when bicycling
- look & listen before crossing streets
- stay on known paths & streets

Once on Grant Street School Campus

- walk your bike on campus
- carry your skateboard (no skateboarding on campus)
- use walkways & crosswalks (including to & from the ICE House)
- walk inside buildings
- keep to the right
- use appropriate language - remember, there are impressionable young people here

In class - in the Portable and in the House

- keep hands, feet and objects to yourself
- sit safely in chairs
- stay out of cabinets except when following teacher directions
- stay in approved areas
- follow teacher directions for personal technology use (cell phones, iPods, etc.) and for school technology (computers, cameras, etc.)

State Law States:

NO Tobacco, Drugs, Alcohol, Weapons nor Harassment
on Port Townsend District campuses.

(Parents and students age 18 & older: Please refrain from smoking
in the parking areas or within view of the school buildings.)

I agree to follow these safety guidelines to protect myself and to protect the others attending the I.C.E. Program and Grant Street School.

Student signature _____

Parent signature _____

Consequences / Discipline

We fully anticipate that students will stay in the ICE Program for many years, and as such, we take a holistic view of discipline, often treating students as we would our own children, guiding them toward positive citizenship rather than following a strict step process of discipline. As such, the progression of consequences is used as a guide, much time spent in the first section before more severe penalties are imposed.

Students are expected to follow the principles, guidelines and expectations of the ICE Program and the rules and laws that pertain to being on a school district campus.

Students who choose to do otherwise will face the following consequences:

1. Verbal or written warning and reminder of principle/ rule.
2. Conference discussion with parent.
3. Loss of Opportunity.
4. First Letter of Non-Compliance.
5. Revision of Plan through conference.
6. Loss of Opportunity.
7. Second letter of Non-Compliance.
8. Review of suitability to program, possible conference with all ICE staff and/or administration.
9. Third and Final Letter of Non-Compliance; Exit to traditional school campus or other educational option.

In the event of a major disciplinary action, Loss of Opportunity and Letter of Non-Compliance and/or suspension may be issued immediately, as required in the Student Rights and Responsibilities handbook.

I, _____, have read the Students Rights and Responsibilities handbook and the ICE Student handbook. I understand the consequences of my actions and understand that above listed disciplinary actions will be taken if I do not follow the ICE Principles and guidelines for safety and behavior.

Student Signature

Date

I have read the handbooks and will help my child understand his/her rights and responsibilities.

Parent Signature

Date

I.C.E. Program
Teacher/Family/Student Agreement
 2011-2012

Student Responsibilities:

- Uphold I.C.E. Principles and Safety Guidelines
- Come prepared to all classes/conferences
- Come on time to all classes/conferences
- Maintain I.C.E. paperwork (timesheets, WSLPs, etc.)
- Complete assigned weekly hours/assignments
- Maintain appropriate and positive school attitude
- Notify I.C.E. staff of absences
- Notify I.C.E. staff with visitor requests prior to class time
- Participate in required state and district assessments

Family Responsibilities:

- Provide instruction at home to meet individual WSLP goals and district & state requirements
- Uphold I.C.E. Principles and Safety Guidelines
- Come prepared and on time to all conferences
- Help your child come on time to all classes/conferences
- Maintain I.C.E. paperwork (timesheets, WSLPs, etc.)
- Provide study area and time for child to complete assigned weekly hours/assignments
- Provide school supplies and transportation as needed
- Notify I.C.E. staff of absences

Teacher Responsibilities:

- Develop and maintain student's Written Student Learning Plan
- Uphold I.C.E. Principles and Safety Guidelines
- Come prepared/on time for all I.C.E. classes
- Come prepared/on-time for all I.C.E. conferences
- Provide assignments at appropriate level for students
- Provide feedback on progress and quality of work

I understand my responsibilities and agree to fulfill them:

 Student

 Date

 Parent

 Date

 Teacher

 Date

Part-Time Students & On-Campus events

Many events on other campuses are open to ICE Program students.

Students wishing to take classes on other campuses should **first** meet with their ICE Program Teacher/Consultant to coordinate schedules and enrollment.

Students taking classes at other schools will need to access that school's bulletin for information about schedule changes, events and opportunities. While ICE Program staff will help to keep students informed, it is the student's responsibility to verify class times to avoid absences or tardies. Any absences should be excused within 24 hours by sending a note or calling the school's attendance office.

Intermediate Music Program (5th grade)

Fifth graders participating in the music program at Blue Heron Middle School will be expected to join the instrumental classes twice a week. ICE staff can help in coordinating this schedule. Students will be required to provide their own instrument; rentals are available at the school's music night in September.

Blue Heron Middle School (4th-8th grades)

ICE middle-schoolers (6th-8th grades) are welcome to attend BH dances with an ICE staff member or representative present; pick up permission forms at BH office or at ICE. Students attending overnight basketball and dances will need to have an adult advocate present, as ICE staff may not be attending the event. ICE students, including students who attend BH on a part-time basis, are not invited to attend the Mt St Helens field trip, or to participate in the graduation ceremonies (except as audience members). Shared students may attend other field trips that are specific to their enrolled classes. Blue Heron has an attendance policy in place. Parents will be contacted after 6 absences in a semester; and an action plan and/or other consequences may be put into place for 10-12 or more absences, excused or unexcused. Students attending BH classes are encouraged to read the BH handbook.

BH bulletins announcing upcoming events and schedule changes are available from the BH secretary or on-line. Also, BH often has assemblies that cause changes in the schedule. To sign up for a class, contact Blue Heron's counseling office at 379-4543 after notifying ICE staff of your intent.

Port Townsend High School (9th-12th grades)

ICE Program students are welcome to attend all dances, events and field trips as provided by PTHS. Dances do not require permission forms; all field experience sign-ups are handled through the counseling office. Juniors and Seniors are encouraged to regularly visit the scholarship listings in the counseling office and on their website.

Part-time students should pick up a block day schedule that shows the block days for the year. Block days are eliminated during short weeks and weeks with early release Fridays and may be adjusted for assemblies. PTHS has a **12-day absence policy**: except in extenuating circumstances, students with 12 or more days of absences (excused or unexcused) in a semester will not receive credit for that semester. Copies of the PTHS bulletin and handbook are available at the main office window and also on-line. To sign up for a class, contact the PTHS counseling office at 379-4523 at least two weeks before the start of the semester.

WRITING RUBRIC

I will be writing for many different purposes. I will learn how to evaluate my writing based on a rubric, which identifies writing on three different levels, Beginning, Developing and Proficient. Here are the qualities my teachers, my parents and I will look for in my writing:

SIX TRAIT WRITING RUBRIC

IDEAS

- Does it make sense?
 - Would others find it interesting?
- Does it contain appropriate details?

ORGANIZATION

- Does it have a good beginning and ending?
- Does the order make sense?
- Are like things together?

VOICE

- Does my paper have personality and pizzazz?
- Does it have flavor, charm and liveliness?
- Do I write with confidence and sincerity?

WORD CHOICE

- Do I use words correctly?
- Do I use vivid verbs? Descriptive details?
- Does my writing have flair?
- Did I repeat words too many times/
- Did I avoid trite expressions and clichés?

CONVENTIONS

- Did I use proper paragraph form?
- Did I check my punctuation and capitalization?
- Did I look for spelling mistakes?
- Did I check grammar and usage?

SENTENCE FLUENCY

- Do my sentences begin in different ways?
- Does it sound smooth as I listen to it?
- Is my paper easy to read aloud?

CURSIVE SAMPLE

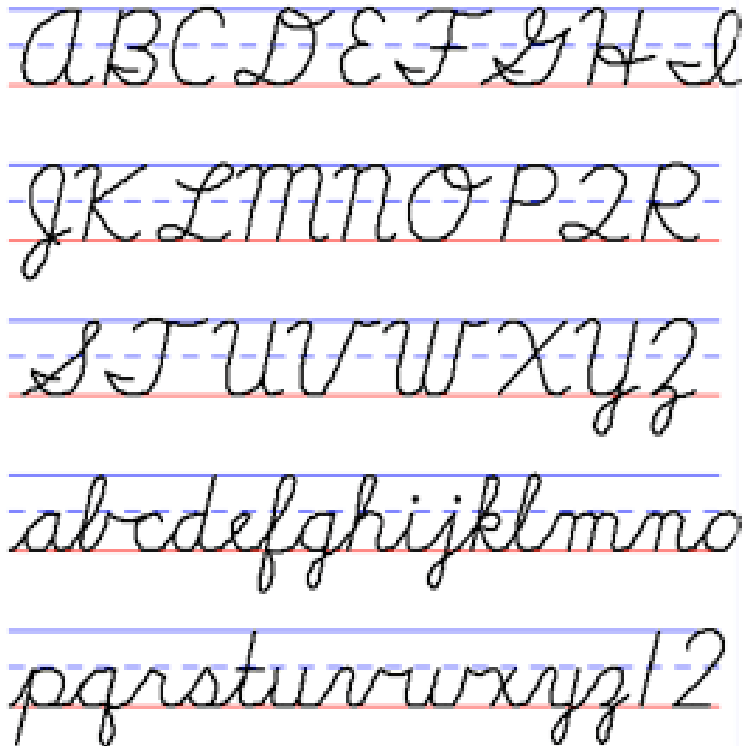
My teachers, my parents and some businesses will frequently expect me to write in cursive.

In case I forgot or haven't yet learned, I can refer to this D'Nealian Cursive Alphabet sample.

PAPER HEADINGS

In case I forgot or haven't yet learned, all my papers should be labeled with my name, date, and class/subject, and should have a title:

| | |
|-----------------------|-------|
| Title of Paper | Name |
| | Date |
| | Class |
| (skip this line) | |
| *(start writing here) | |



Introductory Writing Sample

Due by September 16

A Good Friend...

In several paragraphs, discuss what having a good friend means to you.

Use the following questions and statements as resources for your writing. These are suggestions; you don't need to answer every question.

- ❖ What is a good friend?
- ❖ What do you prefer to do with a good friend?
- ❖ What do you share with a good friend?
- ❖ Give examples of a good friend – how someone was a good friend to you or how you were a good friend to someone else.
- ❖ What memories do you have from events surrounding a particular friend?
- ❖ Is it important to have a good friend? Why or why not?
- ❖ What do you see as important for retaining a friendship for a long-term relationship?

Please turn in your introductory writing sample to your teacher/consultant on or before September 16th.

Non-writers may dictate their responses.

Parents, no editing!

Please allow your child to use his or her own spelling, word choice, organization, and sentence structure.

Writing samples help us improve your child's writing education in two ways:

- ❖ They indicate the level of assistance your child needs in writing skills.
- ❖ They help us get to know your child better so that we may provide activities suited to their interests.

I.C.E. Program

at Grant Street School
1637 Grant Street
Port Townsend,
WA 98368

Meeting Challenges Through Contract Education

August 2011

Parents & Students:

In order to better serve you, and to create better organization in your coursework and assignments, we would like you to provide the following items and bring them to each class. Day-packs are encouraged for each student's supplies and books. School lunches are available for \$2.00 each day (\$2.25 for grades 6-12). Students may pre-pay several at a time; forms are available for free and reduced lunch. All students (including free & reduced) are shown in the computer with monetary balances.

Suggested Student Supplies:

Shoe-box (K-5) or book bag/backpack (6-12) with:

- pencils & pens
- scissors
- colored pencils
- felt-tip markers
- box of 16 crayons
- glue stick
- ruler

Also, for secondary (6-12)

- calculator (preferably a scientific calculator, such a TI-83)
- compass, protractor & straight edge
- binder with lined notebook paper
- planner
- single-subject notebooks with pockets
- graph-paper composition book for math

Students in grades K-5 will keep their supply boxes in the ICE Portable cubbies. Students in grades 6-12 will bring their supplies to each class. Students must bring a planner to each conference and class. Some high school classes may require a purchased workbook.

If this is a hardship, please let us know. We have supply scholarships available. We will have some in-class supplies available, but they are limited and will need to be shared.

Thanks for your support!

Marci, Daniel & Liz