



Home of the
TIGERS

Garfield Elementary School

2215 Pine Street

Everett, WA 98201

(425) 385-4700 Fax: (425) 385-4702

Shannon Koehnen, Principal

Thank you for taking the time to read the Garfield Student/Parent Handbook, and for sharing your children with us this school year. We continue to strive to provide a great education to each and every child who walks through our school doors, and we look forward to another successful school year. If you have any questions about information in this handbook, please call us at Garfield.

We look forward to working with you and your children through the school year. Thank you for taking the time to be a positive part of your child's education.

Sincerely,

A handwritten signature in cursive script that reads "Shannon Koehnen".

Shannon Koehnen, Principal

Handbook Acknowledgement

We have read the handbook pages that follow this page. Our signatures indicate that we understand and have discussed the school rules together.

We agree to contact our child's classroom teacher when we have questions or concerns.

Student Signature

Date

Parent/Guardian Signature/s

Date

form. If arrangements have been made to have another adult pick up your child, please turn in a written note to the front office. The individual will need to provide I.D.

ABSENCES: Parents are requested to call the school at 385-4705 to report an absence. Please, call before 9:00 a.m. This will allow us to monitor student attendance and to notify parents when children are not in school. Your call and the reason for the absence will be recorded.

Many parents believe that simply calling or sending a note excuses an absence. This is not necessarily so. Policies dictate that illness, family emergencies and doctor appointments are excused absences. **A missed bus, being too tired, minor colds, or continued head lice are not excused absences.** It is very important that children attend school on time and on a regular basis. Parents and guardians are responsible for children's attendance in school. When a child has ten or more unexcused absences in a month or 10 in a year, the school district is required, by law, to file a BECCA petition with the local juvenile court in compliance with the State Compulsory Attendance Law, Chapter 284.25 RCW.

Unless we have a note from your doctor stating otherwise, every child in school will be expected to partake in all school activities, P.E. and recess.

If a student arrives after 11:15 a.m. he/she will be considered absent 1/2 day (morning). If a student leaves before 1:45 p.m. he/she will be considered absent 1/2 day (afternoon). Students who leave school before 10:15 a.m. will be considered absent all day.

TARDY POLICY: A student who arrives at school after 9:15 a.m. is tardy. Excused tardies are unavoidable events such as a traffic tie-up or a power outage. Running behind or oversleeping will not be excused.

ILLNESS: Children need to be in school to learn. However, if your child is ill, please do send him/her to school. For your child's protection as well as for other children in school, children ill with a fever (100 degrees or more) must stay home until their temperature remains below 99 degrees for 24 hours (without the aid of medication). If your child has been vomiting or has diarrhea or pink eye, please keep him/her home for observation. He/she may return to school when after being symptom-free for 24 hours (without the aid of medication). A note stating the reason for an absence or tardiness is required. When a child has been home sick for more than 3 days, a note from a doctor may be required.

MEDICATION: Oral medication may only be administered at school when the proper paperwork has been completed. Medication at School request forms are available through the Health Room. The forms require a signature from your physician or dentist, and from you, the parent or guardian. Per district policy, medication includes such things as cough drops and aspirin. Students who bring any unauthorized medication to school are subject to discipline.

Medication must be in the current original container from the pharmacy, showing your child's name, the name of the medication, the dosage, and the frequency of administration. Medication includes all prescription and non-prescription (over the counter) medications.

EMERGENCIES: Garfield has emergency response plans for several types of emergencies. If the students must evacuate the building they will gather with their class and teacher in a predetermined, organized formation in a designated area on campus. Whole school drills are scheduled regularly. In the event of a true emergency, our first priority will be student safety. Our staff is trained to release children only to an authorized person. Please be patient with us at these times so we can ensure every student's well-being.



CITIZENSHIP & DISCIPLINE POLICY:

MAKE YOUR DAY: SELF-MANAGEMENT PROGRAM

For the past several years, Garfield has implemented the school-wide *Make Your Day Self-Management Program*. Our goal at Garfield is to create a physically and emotionally safe learning environment. Students know their decisions result in fair, logical and predictable consequences. Students are empowered to make decisions that will provide them the opportunity to learn through both successes and mistakes, while preserving dignity. The components of *Make Your Day* (MYD) include expectations, points, concerns, and steps. There is one basic rule:

Everyone has the right to a school environment that supports learning, safety and well-being.

In addition, there are two over-riding expectations:

- 1) Do what is expected.**
- 2) Do the best you can.**

All staff set clear expectations for behavior and achievement as students move through different activities during the day. Expectations are also included for traveling to and from school safely and appropriately.

POINTS: Each day, students are expected to "Do what is expected and do it the best you can." At the end of each period students are asked to review their performance during that period and report their MYD points. These points are based on whether they did what was expected and did it the best they could.

CONCERNS: After students have self-reported their own points, students and staff have an opportunity to give feedback to each other, under the direction of the teacher, in a process called Concerns. The Concern Process is

designed to allow students to help each other succeed and honestly self-evaluate behaviors. Concerns are scripted, and are managed by the teacher. They are not designed to allow other students to blame, retaliate, or to be hurtful.

STEPS: Students are allowed to choose Steps by a staff member when they display behavior that interferes with the learning, safety, or well-being of others. Choosing Step is a consequence, not a punishment. Students have control of whether they choose Steps by their behavior. There is no punishment associated with choosing Steps. When a student chooses a Step, he/she temporarily moves away from the learning environment. Students' academic grades are not directly impacted by choosing steps. However, if a student repeatedly chooses Steps and thereby removes him/herself from the learning environment, it may negatively impact academics. Moving through Steps is completely the student's choice. A brief summary of Steps is below:

Step 1: The student sits quietly facing away from the learning environment for 2-5 minutes. This may mean the student is facing the back of the classroom.

Step 2: If the student fails to sit appropriately on Step 1 or continues to interfere with the learning, safety, or well-being of others, he/she will choose Step 2. The student then stands and faces away from the learning environment.

Step 3: If the student fails to stand appropriately on Step 2 or continues to interfere with the learning, safety, or well-being of others, he/she will choose Step 3. The student then stands and focuses on a sign stating the MYD rule - *Everyone has the right to a school environment that supports learning, safety and well-being*.

Step 3½: Step 3½ will be used for behaviors that are somewhat severe and should be documented. A Step 3½ may be issued for the following behaviors when low-level, not repeated and/or extreme: Playfighting, disrespect and swearing, some safety issues (non-injury causing i.e. knocking someone down while running). A student who receives a Step 3½ will be sent to the office and a parent phone call will be made.

Step 4: If the student fails to stand appropriately on Step 3 or continues to interfere with the learning, safety, or

Automatic Step 4: Automatic Step 4's are used for behaviors that are extreme in nature and/or behaviors that become repeated patterns.

Step 4's may be issued for the following behaviors:

- Safety - Stealing - Vandalism - Fighting
- Swearing and/or obscene language (Classroom disruption, threatening, and/or directed)
- Harassment / Intimidation / Bullying

A Step 4 requires an immediate parent conference.

Parents/Guardians are expected to come in for a Step 4 Conference as soon as possible. The student will be assigned to an alternate classroom or "Buddy Room" for the remainder of that school day, or until a successful conference occurs. The student will conduct the conference

with the parent and typically the staff member with whom the incident happened. The parent/guardian will decide if the outcome of the conference is acceptable and make the determination if the student is ready to return to class. After a successful Step 4 conference, the student will return to his/her class.

Suspensions: Suspension or expulsion may occur for behaviors as stated in the Student Rights and Responsibilities Policies handbook (bullying, fighting, disruption of school, possession of weapons, drugs, fighting, etc.).

MAKING THEIR DAY: Students "Make Their Day" by earning a set number of points each day. At the end of the day, students total the points they earned throughout the day to determine whether or not they "Made Their Day."

Students who do not earn enough points to "Make Their Day" are given a MYD Form to take home to their parent/guardian. This slip is designed as a communication tool for the parent. The form tells the parent that the child "did not make his or her day today." This is not a sign of failure or a reason for punishment; however, it is a sign that the child is taking responsibility for choices made during the day. In order to help the child make better choices the next day, we encourage the parent to review the information on the slip with their child and discuss possible better choices for the future. Parents and students will be asked to sign the form and return it to school the next day.

Additional information about this program is available through our office. We invite you to review our *Make Your Day* document along with your child/children. *Make Your Day* also has a website available for parents:

www.makeyourdayparents.com

In addition to MYD, all students are expected to comply with all district policies as well as all federal, state, and local laws.

Some of the general behaviors that are **NOT** allowed fall under our school rules, board policies and/or federal, state, and local laws and are listed below:

Behaviors NOT allowed at Garfield:

1. Fighting (including "play" fighting), hurting, harassing, bullying, or intimidating others.
2. Swearing or using vulgar or obscene words or gestures.
3. Intentional misuse or damaging of property.
4. Stealing.
5. Throwing rocks, sticks, dirt, wood chips, snowballs, etc.
6. Bringing a weapon to school. Guns/knives (including toys), and/or anything resembling guns/knives, are not allowed.
7. Using alcohol or any unauthorized drugs.
8. Leaving school grounds without teacher permission and/or office approval.
9. Leaving an area without permission and a pass from the adult supervisor.