

## Magnolia Elementary School Family Handbook

Letter from Principal Cryan Leary

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Committed to a culture of  
belonging, inclusivity and  
perspective validation

Dear Magnolia Elementary Family Members,

I am so excited to welcome you all to our new school community! My name is Katie Cryan Leary, and I am your principal. I have been committed to the important work of Seattle Public Schools since 2001, leading as a principal for nine years at Hamilton International Middle School before taking on a founding teacher and parent role in the creation of Queen Anne Elementary. I am also the parent of a 14-year old son who will be starting high school at Lincoln, also reopening this fall.

Throughout my 25-year career as a public-school educator, I have been passionate about helping students become academically, socially and emotionally skilled and independent learners. I want students to love school and leave my care eager to learn and inspired to make positive contributions to the world around them. In addition to strong academic skills, I believe we need to teach our students important social and leadership skills in a manner that is deeply respectful and encouraging, allowing them to become connected members of their communities, aware of how their perceptions impact their actions and open to feedback that will allow them to continue to grow. I want our Magnolia Elementary graduates to head off to middle school with a deep understanding of what empathy, resilience, perseverance, compassion and courage feel like and know with confidence that they have the capacity to be all of these things.

I am also passionate about connecting with parents to create a community of adults that learns and grows together as we work collaboratively to support our students. Our staff is committed to creating an environment that allows all members to feel they are significant and that they belong. Together, we will work to ensure that our school is enriched by differences and is welcoming and supportive, a place where children are actively taught to celebrate differences by adults who are committed to awareness of and education about diversity and equity.

As a staff, we will be creating and nurturing a professional learning community with the intention of developing a collective understanding of educational equity/justice and exploring our own racial identities. We believe this work will support us in implementing anti-racist instructional practices that are imperative for all of our students, especially those furthest from educational justice.

I am confident that this journey will be an exciting one, and I feel so lucky to be given the opportunity to lead it. I look forward to learning, exploring, and dreaming with you.

With gratitude,

Katie Cryan Leary  
Magnolia Elementary Principal

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### History of The School

*As we start this journey together with an intent to cultivate a culture of inclusivity, belonging and perspective validation, we want to recognize that the community of Magnolia was originally populated by the Duwamish peoples. Our staff will enter into our newly renovated building this fall with an intent to learn about and honor the Duwamish people who*

*lived on this land for thousands of years. We look forward to growing our awareness of and learning more about this important history with all of you.*

## **Magnolia School**

Magnolia Bluff Annex opened in the fall of 1911 in a single portable at 28th Avenue W and W Boston Street, on property owned by Elizabeth Simpson. It operated until June 1918 as an annex to Lawton. After two years with grades 1-2, the annex generally served grades 1-4. In 1926, a second portable was added to help house four classes of grades 1-6.

The permanent Magnolia School opened in fall 1927 with grades 1-6. It increased to grades 1-7 the next year and grades 1-8 the next. In 1931, eight classrooms, an auditorium-lunchroom, and two play courts were added. Kindergarten classes began at Magnolia in 1934. By 1940, an overflow of more than 100 students was sent to Lawton School before a new wing, with four new classrooms, was added at Magnolia in 1941. In fall 1943, with the influx of military families during the war, 8th graders were sent to Queen Anne Junior High, which was at Queen Anne High School.

In 1947, 950 students filled a building designed to accommodate 800. This overcrowding led to the establishment of Briarcliff School in early 1949. Seventh graders remained at Magnolia until September 1952, when they were transferred to the new Catherine Blaine Junior High.

In 1969, Magnolia received the first elementary Learning Resources Center in the Seattle School District. It was established in a rectangular, one-story addition located to the south of the auditorium. Magnolia became a K-3 school in 1978 when it was paired with Dearborn Park to help achieve racial balance. When Magnolia closed in spring 1984, enrollment was down to 320. Students were sent to Blaine or Lawton.

During 1987-2000, Magnolia was the temporary home to many SPS Elementary schools while they were under renovation, including: Adams, John Muir, The African American Academy and Coe.

Renovations to Magnolia Elementary began in 2017 as a two-phase construction process with the grand opening occurring in Fall 2019. Magnolia was re-opened as an attendance area school to provide more elementary school capacity and relieve the over-crowding at Catharine Blaine K-8 and Lawton Elementary School.

This People's History of Magnolia School is taken from  
*Building for Learning: Seattle Public School Histories, 1862-2000* by Nile Thompson and Carolyn J. Marr.

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## **Our Guiding Documents**

### **Mission**

ALL of our students to become leaders empowered to advocate for a more just and humane world.

At Magnolia Elementary, we:

- ✓ Welcome and encourage perspectives other than our own
- ✓ Seek to understand our world and the lens(es) through which we see it
- ✓ Think critically with room for mistakes and repair
- ✓ Decide what is right for ourselves and stand up for what we believe in

### **Vision**

We are committed to cultivating a school culture of belonging, inclusivity and perspective validation.

We will create a space for academic and social and emotional learning where:

- Kids and adults feel safe, seen, heard and respected
- Connection and compassion are prioritized
- Differences are celebrated as superpowers

### **Learning Approach**

Our intent is to open Magnolia Elementary as a learning community grounded in a culture of belonging, inclusivity and perspective validation. Our goal will be to:

- Intentionally teach the social and emotional competencies our students need to be significant, contributing members of their communities using positive discipline curriculum and classroom leadership strategies
- Deliver strong, standards aligned academic instruction through an engaging real-world lens
- Expect and support collaboration that allows learners to work with students and teachers from other classes and grade levels to build a school-wide learning community
- Provide learning opportunities where students apply their learning through engaging and meaningful projects, making positive contributions toward a more just and humane world

### **Social and Emotional Learning**

We believe all people, young and old, are hardwired for connection and want to feel a sense of significance and belonging. As humans, we are continually making decisions based on how our world is perceived. Our Social and Emotional Learning (SEL) approach combines trauma-informed, brain-based research and culturally responsive instructional strategies to effectively engage young people and teach them the social skills necessary to contribute in useful ways. We believe that adults can have the most influence on the behavior of our students when we have an ongoing relationship founded on mutual respect (each person equally worthy of dignity and respect) and we teach into mistakes after all parties are calm. The most powerful tools for adults to use in this work are empathy, understanding the perspective of the student, encouragement, collaborative problem solving, and kind and firm follow through.

We believe effective discipline...

- Helps children feel a sense of connection (belonging and significance)
- Is mutually respectful and encouraging (firm and kind at the same time)
- Is effective long-term (considers what the child is thinking, feeling, learning and deciding about himself and his world – and what to do in the future to survive and thrive)
- Teaches important social and life skills (respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community)
- Invites children to discover how capable they are. (encourages the constructive use of personal power and autonomy)

The Positive Discipline approach models for students the Social and Emotional Competencies we want them to grow. In addition to modeling, Magnolia Elementary will be using CASEL's integrated Social and Emotional Learning Competencies Framework to teach the skills, attitudes, and behaviors to deal effectively and ethically with daily tasks and challenges.

The five core SEL competencies:

- ✓ Self-Awareness
- ✓ Self-Management
- ✓ Social Awareness
- ✓ Relationship Skills
- ✓ Responsible Decision-Making

## **Magnolia Elementary Foundational Learning Philosophy**

### **Literacy**

We believe in an integrated approach to literacy instruction that develops every student's capacity to read and comprehend complex text independently and proficiently while finding the joy in reading. This approach will include:

- ✓ Solid grounding in foundational reading skills

- ✓ Coherent development of academic language
- ✓ Experiences that lead students to use comprehension strategies within and beyond texts they can access independently
- ✓ Steady growth of social studies and science content knowledge that develops each students' own lens of the world
- ✓ The ability to clearly express one's thoughts and learning through speaking and writing
- ✓ The motivation to sustain a volume of engaged reading
- ✓ Building students' social emotional competencies through literacy

### **Math**

Our math program will be designed to:

- ✓ Provide math classrooms that are intellectually and socially safe for learning. This includes coaching every student in developing a growth mindset that allows them to believe in their ability to learn math and understand the value of mistakes as opportunities to learn.
- ✓ Narrow and deepen the way time and energy are spent in the math classroom, focusing on the major work of each grade so students can gain strong foundations: solid conceptual understanding, procedural skill and fluency and the ability to apply the math they know to solve problems inside and outside the math classroom. This will require teachers to be aware of and focused on unfinished learning, productive struggle and alternate solution paths.
- ✓ Provide all students with opportunities to exhibit mathematical practices while engaging in content learning.
- ✓ Help all students get to a deeper understanding of mathematical concepts and be able to access concepts from multiple solution paths using real-life applications. This is the collaborative, hands-on work that allows students to see math as important knowledge that empowers them to think quantitatively to solve problems in their work and lives. This understanding is demonstrated by students applying mathematical concepts to new situations as well as writing and speaking about their understanding.

### **Science**

SPS is committed to providing all science classrooms with a common NGSS-aligned core scope and sequence that is engaging, authentic, culturally relevant, rigorous, and technology-based to be college and/or career ready. In May 2019, Seattle Public Schools adopted K-12 Amplify Science curriculum materials and we are excited to be a part of year one implementation. Our goal is that all our students will be scientifically literate. This is accomplished through a collaborative, interactive, rigorous science program responsive to the needs of diverse learners. Learn more about [the Next Generation Science Standards \(NGSS\)](#) that were adopted by WA state in 2013.

### **Rigorous and Engaging Academics For All**

Our overall learning program will be differentiated to meet both the academic and social & emotional needs of all learners. We believe our job is to develop all of our children to rigorous standards of academic proficiency and strong character. We define development as getting better, stronger and smarter at anything you choose to do.

Our goal is to make greater access to grade-appropriate assignments an urgent priority for all students, no matter their race, income level, or current performance level. We will strive to give all of our students, especially those who are behind grade level, access to instruction that asks them to think and engage deeply with challenging material.

Academically, we plan to offer rich, complex learning opportunities aligned with the Common Core Student Standards (CCSS) and provide the instructional support for all students to access this learning. We believe that often, school experiences offered to students do not attend to the rigor and complexity of grade level standards or only involve the acquisition of procedural skills, causing students who acquire these skills quickly to feel "done" or "bored" and drive a perceived need for acceleration. Our learning opportunities will be designed so that students can acquire procedural skills as well as deepen their conceptual understanding, enabling them to apply their knowledge to real-world problems.

We plan to use engaging and relevant instructional strategies (such as Project-Based Learning) with all of our students that will deepen the academic and social and emotional learning skills and concepts we teach. Magnolia staff will use the Sustainable Development Goals identified by the United Nations to frame this work. All students will be engaging in meaningful projects, making positive contributions toward a more just and humane world.

We believe that learning in diverse groups exposes all learners to a variety of perspectives and allows them to develop a social awareness of their strengths and the strengths of others. We will teach students to view learning as a continual process where you “think you can, work hard and get smart” using failure and difficulty as feedback. This approach is intended to foster internal motivation and growth mindset in all of our students.

### **MES Equity Statement**

Together, we will strive to create a socially just environment in our school community every single day where all people ~ regardless of ability/disability, ethnic/racial identity, nationality, social class, economic status, language, immigration status, sexual orientation, gender, gender identity/expression, family type or religious/spiritual identity ~ are treated with dignity and respect.

As a staff, our intent is to provide a school environment that is welcoming and inclusive, where children are actively taught to celebrate differences, develop an understanding of their own identity and develop a deep sense of belonging and significance. We will work to uphold equity, empathy and respect for our differences and ensure that all of our students have the opportunity to reach their full potential

Our collective understanding of equity includes the following beliefs:

- Equity is an ardent journey toward well-being as defined by those most affected
- Equity demands sacrifice and redistribution of power and resources in order to break systems of oppression, heal continuing wounds, and realize justice
- To achieve equity and social justice, we must first root out deeply entrenched systems of racism
- Equity proactively builds strong foundations of agency, is vigilant for unintended consequences, and boldly aspires to be restorative
- Equity is disruptive and uncomfortable and not voluntary
- Equity is fundamental to the community we want to build

### **Family Engagement**

Intent - Parents and adult family members are our students’ first and life-long teachers. They are experts in their children, and therefore are our best partners to co-create educational justice for their students. We will do whatever it takes to work as a team with our adult family members to develop every single one of our students to high levels of academic proficiency and strong character.

As we open as a new elementary school in the fall of 2019, we will use the SPS Strategic Plan Family Engagement goal as our school goal: To partner with students, families and communities who are furthest from educational justice by conducting inclusive and authentic engagement, ensuring they have a meaningful voice and leadership in our school.

To accomplish this goal, we will create a Family Engagement Plan that invites and encourages the participation of families in teaching and learning at Magnolia and welcomes our families to be involved in our school community. At our school information night at June, we will gather input from all of our families by asking:

- **What structures do we need to put in place to support our intent?**
- **How can we gather and use your feedback to keep us on track?**

We will gather input in the following areas to help us identify and implement structures and feedback gathering strategies that will allow us to achieve a “thriving” community as measured by the SPS Family Engagement rubric.

- |                         |                                 |
|-------------------------|---------------------------------|
| ✓ Communications        | ✓ Welcoming Environments        |
| ✓ Culturally Responsive | ✓ Decision Making/Sharing Power |
| ✓ Linked to Learning    | ✓ Deliverables                  |

We will create intentional ongoing forums to gather this input from those family and community members with an affinity to our students farthest from education justice, ensuring they have a meaningful voice and leadership in our school.

- We will work to build the leadership capacity of parents, encouraging them to become involved and have representation that is reflective of our student body. Outside of parent/teacher/student conferences each fall, staff will actively communicate with families about student progress.
- We promote the importance of home/school connection through various family events held during the year that highlight work that is being done in the classrooms and bring our community together. Formal and informal communication with families will occur frequently via phone, email and in person meetings. We will strive to provide communication that is translated into our major languages to ensure all families are informed and aware of how their children are doing in school and what is happening in our school.
- Our bilingual staff members will be an integral part of this work and will have dedicated time in their daily schedule for communication with families. Our PTA will manage a school-wide weekly newsletter that will be distributed electronically and sent home in kid folders as needed to strengthen communication with families.

Each Spring, we will ask our families to fill out the SPS family survey and will work hard to ensure that all of our families participate. We will make sure all families have access to the survey by putting it out in multiple languages, through paper and email. Our staff and our Racial Equity Team will review the results of the survey by analyzing the following:

- *What surprised us? How are we going to respond in a meaningful way?*
- *What do we need to modify in our school based on results of the survey?*
- *How many surveys were turned in and from what cultures and ethnic backgrounds?*
- *How do we need to prioritize the feedback?*

### **Family Engagement Targets**

*(taken from the SPS Family Engagement Rubric ~ evidence of “Thriving”)*

#### **Communications**

- Two-way communication, welcoming families’ input and feedback, initiated by both school and families
- Supports effective and positive parent engagement with the school (ex. Parent-teacher teams go over data, set goals and check in re. progress)
- Clear, timely communication between teachers and parents, especially when there is a disagreement or an incident.
- Activities honor families’ contributions

#### **Linked to Learning**

- Events (Literacy, Math, Curriculum nights, parent classes...) connected to specific student learning and outcomes that involve parents and students
- Specific, targeted tools taught to help support learning at home
- Student-led conferences
- Parents and teachers look at student work together – parents are involved in goal-setting, homework and reviewing work with teacher
- Community groups offer tutoring and homework programs at school
- Students’ work goes home each week, with a scoring guide (ie. exit tickets)
- There is a clear, open process for resolving problems
- Teachers contact families each month to discuss student progress

#### **Welcoming Environments**

- Office staff is welcoming and helpful
- Staff and teachers greet students and families at the door
- There are safe ways to get to school
- The building is friendly, positive, clean and safe
- School invites parents into the school to be involved (not just watch)
- There is a parent resource and/or meeting room
- Open-door policy

**Culturally Responsive**

- Families help develop/plan programs and initiatives
- School or district representatives made available to provide families with translation and cultural navigation services are being used regularly
- Events are planned around various schedules, norms, and relationships
- All teachers and staff get training on diversity, inclusion and how to engage with diverse families.
- Culturally responsive curriculum is used in the classrooms
- The school Race & Equity team has parent and student representation
- Values literacy is provided in all languages, not just English
- Teachers use books and materials about families' cultures

## Community & Calendar

### School Contact Information

Address:  
Magnolia Elementary  
2418 28th Ave W  
Seattle, WA 98199

Phone: 206-743-3800

### **Principal:**

Katie Cryan Leary  
[ktcryan@seattleschools.org](mailto:ktcryan@seattleschools.org)  
Phone: 206-743-3805

### **Classroom Teachers**

Grade	Name	Email
K	Taylor Andrykowski	<a href="mailto:tiandrykowski@seattleschools.org">tiandrykowski@seattleschools.org</a>
K	Rachel Marks	<a href="mailto:rsmarks@seattleschools.org">rsmarks@seattleschools.org</a>
K	Finn Menzies	<a href="mailto:frmenzies@seattleschools.org">frmenzies@seattleschools.org</a>
1	Claire Leong	<a href="mailto:cmleong@seattleschools.org">cmleong@seattleschools.org</a>
1	Kayla May	<a href="mailto:kmmay@seattleschools.org">kmmay@seattleschools.org</a>
1/2	Molly Meck	<a href="mailto:msmeck@seattleschools.org">msmeck@seattleschools.org</a>
2	Jen Dickens	<a href="mailto:jndickens@seattleschools.org">jndickens@seattleschools.org</a>
2	Erik Anderson	<a href="mailto:eaanderson@seattleschools.org">eaanderson@seattleschools.org</a>
3	Toni Harmer	<a href="mailto:toharmer@seattleschools.org">toharmer@seattleschools.org</a>
3	Devin Liner	<a href="mailto:dqliner@seattleschools.org">dqliner@seattleschools.org</a>
4/5	Laura Shaw	<a href="mailto:lhshaw@seattleschools.org">lhshaw@seattleschools.org</a>
4/5	Julie Colando	<a href="mailto:jacolando@seattleschools.org">jacolando@seattleschools.org</a>

### **Administrative Secretary:**

Michele Ramirez  
[meramirez1@seattleschools.org](mailto:meramirez1@seattleschools.org)  
Phone: 206-743-3800

### **Office Assistant:**

To be hired  
Phone: 206-743-3800

### **School Staff**

Position	Name	Email
Special Ed Resource	Carrie Snow	<a href="mailto:ccsnow@seattleschools.org">ccsnow@seattleschools.org</a>
Special Ed Access	Kyle Robinson-Jaynes	<a href="mailto:kyrobinsonja@seattleschools.org">kyrobinsonja@seattleschools.org</a>
Instructional Assistant	Punniya Poole	<a href="mailto:pkpoole@seattleschools.org">pkpoole@seattleschools.org</a>
Instructional Assistant	Linnaea Weld	<a href="mailto:lrweld@seattleschools.org">lrweld@seattleschools.org</a>
Instructional Assistant	Jeannie Marinella	<a href="mailto:jmmarinella@seattleschools.org">jmmarinella@seattleschools.org</a>
ELL Teacher	Natalie Pret	<a href="mailto:napret@seattleschools.org">napret@seattleschools.org</a>
Intervention Support	Rene Ward	<a href="mailto:ryward@seattleschools.org">ryward@seattleschools.org</a>
Art Teacher	Andy Wakefield	<a href="mailto:aswakefield@seattleschools.org">aswakefield@seattleschools.org</a>
PE Teacher	Jon Skoog	<a href="mailto:jmskoog@seattleschools.org">jmskoog@seattleschools.org</a>
Teacher Librarian	Abby Levin	<a href="mailto:ahlevin@seattleschools.org">ahlevin@seattleschools.org</a>
Custodial Engineer	Aaron Larson	<a href="mailto:ajlarson1@seattleschools.org">ajlarson1@seattleschools.org</a>
Lunchroom Manager	Karla Stanley	<a href="mailto:kastanley@seattleschools.org">kastanley@seattleschools.org</a>

### District Contact Information:

Enrollment: Hours of Operation - Monday through Friday 8:30 a.m. until 4 p.m.  
Phone: 206-252-0760  
School Buses: Email: [transdept@seattleschools.org](mailto:transdept@seattleschools.org)  
Phone: 206-252-0900

\* Please have your Student ID Number & Bus Route Number available when contacting Transportation.

## SPS District Calendar

*Students are released 75 minutes early every Wednesday, except for the first day of school. This is to support improved teacher collaboration and student academic performance.*

- **Aug. 19 – 23** Jump Start for incoming kindergartners. [Read more about Jump Start.](#)
- **Wed., Sept. 4, 2019** First day of school for 1st – 12 grade (no early release)
- **Wed., Sept. 4 – Fri., Sept. 6** Family Connection Conferences for incoming kindergarten and preschool families. [Read more about Family Connections Conferences.](#)
- **Mon., Sept. 9** First day of school for kindergarten, Seattle Preschool Program and full-day Head Start students (three-day delayed start for Family Connection)
- **Fri., Oct. 11** State In-service Day (no school)
- **Mon., Nov. 11** Veterans Day (no school)
- **Nov. 25 – 27** Elementary conference days (no school for elementary & K-8 students)
- **Nov. 28 – 29** Thanksgiving break (no school)
- **Fri., Dec. 20** 1-hour early dismissal (winter break)
- **Dec. 23, 2019 – Jan. 3, 2020** Winter break (no school)
- **Mon., Jan. 20** Martin Luther King Jr. Day (no school)
- **Tues., Jan. 28** Day between semesters (no school) \*possible snow make-up day (1 of 3)
- **Feb. 17 – 21** Mid-winter break including Presidents Day (no school)
- **April 13 – 17** Spring break (no school)
- **Mon., May 25** Memorial Day (no school)
- **Thurs., June 18, 2020** Last day of school (1-hour early dismissal)

\*possible snow make-up days June 19 and 22

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## Volunteering

### Parent - Teacher - Association (PTA)

As the Parent-Teacher-Association (PTA) of the Magnolia Elementary School (MES) we are dedicated to supporting our teachers in their mission to giving our children the best education possible. The PTA takes on certain roles and responsibilities in addition to fundraising for needs that are currently not covered by the Seattle Public School (SPS) budget. We rely on your support to help fund our activities to help all children thrive at Magnolia Elementary. You can always reach us at [info@magnoliaschoolpta.org](mailto:info@magnoliaschoolpta.org).

The Magnolia PTA is always looking for volunteers that support upcoming events or help make our school a safer and better place. Check out the [Volunteer Section](#) on the PTA website or reach out to our volunteer team find out how you can help. And you can always reach us at [info@magnoliaschoolpta.org](mailto:info@magnoliaschoolpta.org).

2019-20 PTSA Board of Directors:

President- Kerry Stone: [president@magnoliaschoolpta.org](mailto:president@magnoliaschoolpta.org)

Vice President & Communications- Oliver Weisert: [vicepresident@magnoliaschoolpta.org](mailto:vicepresident@magnoliaschoolpta.org)

Secretary- Lora Smith: [secretary@magnoliaschoolpta.org](mailto:secretary@magnoliaschoolpta.org)

Treasurer- Jerry Krane: [treasurer@magnoliaschoolpta.org](mailto:treasurer@magnoliaschoolpta.org)

Fundraising- Lindsey McReynolds & Magill Dickerson Lange: [fundraising@magnoliaschoolpta.org](mailto:fundraising@magnoliaschoolpta.org)

Volunteer Coordinator- Marilene Bysse: [volunteer@magnoliaschoolpta.org](mailto:volunteer@magnoliaschoolpta.org)

Family & Community Outreach- Emily McComb: [outreach@magnoliaschoolpta.org](mailto:outreach@magnoliaschoolpta.org)

Advocacy- Stephanie Ballard: [stephaniebridget@gmail.com](mailto:stephaniebridget@gmail.com)

\*The Magnolia Elementary PTA is in the process of becoming a registered non-profit/ 501(c)(3)

Our mailing address is:

Magnolia Elementary School PTA

2814 28th Ave West, Seattle, WA 98199, US

PTA Board Meetings & General Membership Meetings:

Who comes to the PTA Board meetings?

The PTA Board, which consists of the Officers: President, Vice Presidents, Secretary, and Treasurer, and the Directors. If you would like to introduce an item at a meeting, you can contact the PTA President or send an email to [info@magnoliaschoolpta.org](mailto:info@magnoliaschoolpta.org).

What happens at the PTA Board meetings?

The Officers, Board of Directors, and Principal give reports about what they've been working on, share their plans or ideas, and discuss questions or concerns that have come up. We discuss the needs of our school and community, take topics of discussion to vote, and vote on a proposed budget for our general membership.

What is a General Membership PTA Meeting?

A General Membership meeting is open to all. All current MES PTA members are able to vote on issues at a general meeting. Non-members may attend but are not allowed to cast a vote. There are certain things that the PTA is required to have the General Membership vote on at these meetings, such as approving the budget and electing new officers.

When are the General Membership meetings?

We host three general membership meetings during the school year. These meetings are typically in October, Jan/Feb, and May/June.

Who should I talk to if I have questions about PTA meetings?

Please email your questions to Kerry Stone: [president@magnoliaschoolpta.org](mailto:president@magnoliaschoolpta.org)

Parent & Community Involvement Opportunities

The Magnolia staff whole-heartedly believes that parents, guardians and community volunteers are our biggest partners in education. We encourage you to be a part of the Magnolia Elementary community and engage in your student's learning in any capacity that works for you.

Staying connected digitally!

- School Website: <https://magnoliaes.seattleschools.org/>
- PTA Website: <https://magnoliaschoolpta.org/>

- Join us on Facebook: <https://www.facebook.com/groups/2203878073066058/>

Donations: If you would like to contribute financially to our school, please visit the [Magnolia PTA fundraising page](#) for more info.

### **School Volunteer opportunities**

*\* To Volunteer and work with students/chaperone a field trip, you must complete the Seattle Public Schools Screening Form. You can request this form in the main office or access is online at <http://tiny.cc/SPSvolunteer>*

- Playground Supervisors: Parents, guardians, and community members are encouraged to help us supervise children during the morning, lunch, and afternoon recess periods. Please contact Katie Cryan Leary you are interested in joining the recess team.
- Library Helpers: Our school librarian would love your help keeping our beautiful library fully shelved with books and helping students with checkout. Please contact our Teacher Librarian Abby Levin if interested.
- Breakfast Support: We want to make our students' morning experience pleasant and inviting. This can include "family breakfast" time, where students may have their grown-ups and siblings present. Want to have breakfast with us? Please contact the MES school lunchroom supervisor or more information.
- Classroom Volunteers: Parents and guardians are welcome and encouraged to volunteer in their student's classroom. During your volunteer time, your student's teacher may have in-class (working with a small group, reading with students, etc.) or out-of class (copying, cutting, hanging art, etc.) activities for you to do. More information about how to sign-up for a time will be given by your student's teacher at curriculum night. Volunteer opportunities will begin in October to allow for classroom communities to be established.
- Special Events, Field Trips and Classroom Activities: Throughout the school year there are many opportunities to get involved with special classroom or school events. To stay up to date, follow along our school and PTA weekly communications and websites.
- Special Expertise: Do you have a talent or special area of expertise? We would love to hear about how we can incorporate your talent in our classrooms or in our school. Please email Katie Cryan Leary with more information.

### **Volunteer Guidelines:**

*At Magnolia, we love having adult family members come into our school to support our learning! We will*

- 1) [To get started as a volunteer and learn more please check the SPS site for volunteers.](#)
- 2) When volunteering, please sign in at the main office and wear a volunteer badge when you are in the school building or on the playground.
- 3) Part of Magnolia Elementary's vision is to create a culture of belonging, inclusivity and perspective validation. Please remain respectful to all students and staff when volunteering and adhere to the same adult boundaries that staff do (ie. not having students sit on your lap). As a staff, our intent is to have interactions with our students that will support belonging and significance and to address mistakes in a solution-focused way that will lead to new learning. If you are uncomfortable about any student's behavior, please consult with a staff member.
- 4) Each of our classroom teacher's job is to create and fiercely protect a classroom environment that is authentically inclusive of all learners and set up to support all of its members. When volunteering in these learning spaces, you will observe moments of success and struggle. Please keep in mind that volunteers are trusted members of our



*Tardies:* We know how hard it can be sometime to arrive at school on time. We want all students to start their day off on the right foot and join all activities in their class. If your student arrives at school after 7:55am, they are considered tardy. Please check-in at the main office upon arrival, so a phone call home is not made in error.

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## Nurse

We are fortunate to have a wonderful nurse this year: So Mi Yim. She will be at our school on Wednesdays. Her office is located in the main office. Nurse Yim is responsible for having required health plans in place, training staff on the health needs of students, making sure students are compliant with immunization laws, and assuring that students receive required health screenings. She also provides direct nursing care, provides safe medication administration, manages health records, assists in disability accommodations, contacts parents and legal guardians concerning health problems, assists in health teaching, and supports a positive school climate. Please be sure to contact Nurse Yim @ [soyim@seattleschools.org](mailto:soyim@seattleschools.org) if you have any questions or concerns about your child's health at school.

Please remember that if your child has a Life-Threatening Health Condition (such as life-threatening allergies, etc.) we must be prepared for a life-threatening event to occur the first day the student is at school. Please have all necessary paperwork and medication to the school before the student's first day of school.

### *Illness or Injury*

Please keep your child at home in the following instances:

- **Fever** - Students with temperature above 100 degrees Fahrenheit (38 degrees C) or higher need to stay home. Students need to be fever free for 24 hours before returning to school without using medication to reduce fever.
- **Vomiting** - Students should stay home if they vomit two or more times in 24 hours. Students should stay home for 24 hours after the last time they vomited.
- **Diarrhea** - Students should stay home if they have two or more watery stools in 24 hours, especially if the student acts or looks ill. Students should stay home for 24 hours after the last watery stool.
- **Appearance/Behavior** - Students should stay home if they are unusually tired, pale, have no appetite, are difficult to wake, or confused.
- **Eyes** - Students should stay home if there is drainage, vision change, and/or redness of the eyelid, itching, pain or sensitivity to light. This may be a sign of "pink eye" (conjunctivitis) and should be checked by a health care provider.
- **Rash** - Students should stay home if they have a bothersome body rash, especially with fever or itching. Some rashes may spread to others and should be checked by a health care provider.
- **Injury/Surgery** - Students should stay home if they are unable to concentrate due to pain or pain medication.

Please let Nurse Yim know in advance about any planned surgery, and if applicable have your health care provider contact her to help your child safely return to school. If you have any questions about when to keep your child home from school, please contact Nurse Yim.

In case of illness or injury, a child will be temporarily cared for by the school nurse or a member of the school staff. School personnel will only render basic first aid treatment. If emergency medical treatment is necessary, the parents/legal guardians will be contacted. If parents/legal guardians are not available, 9-1-1 will be called and your child will be taken to the emergency room at the hospital. However, unless the situation is life threatening, the hospital will not attend to the child unless they can contact the parent/legal guardian.

\*It is imperative that the school office has an emergency telephone number where a parent/legal guardian can be reached. The name and telephone number of the student's family doctor must also be on file at the school.

### *Immunizations*

Please see the Department of Health Website for the current vaccinations required (by State law) for school attendance <https://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization>

For Exemptions : Please see [https://www.doh.wa.gov/Portals/1/Documents/Pubs/348-106\\_CertificateofExemption.pdf](https://www.doh.wa.gov/Portals/1/Documents/Pubs/348-106_CertificateofExemption.pdf)

You can request an Immunization Status Report for your child from your school at any time. This gives you the vaccine information we have recorded for your child. If your child's required immunizations are not up to date, the school nurse will contact you.

### *Medications*

Anything from cough drops to Tylenol to prescription medications/antibiotics must not be sent to school with a child. An adult or guardian should bring them to the office. All medications must be in a properly labeled in an original pharmacy container, have a doctor's prescription on them for the child taking them, and must be kept in the nurse's office. We will work with you to get the paperwork done prior to a child being allowed any medications. The law requires both parent & physician signatures. NOTE: Any medication not accompanied by written permission and instructions will not be dispensed.

An authorization for medications to be taken at school form is available online at:

[https://www.seattleschools.org/UserFiles/Servers/Server\\_543/File/District/Departments/HealthServices/Medication/English-Authorization%20to%20Administer%20Medication%20at%20School.pdf](https://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/HealthServices/Medication/English-Authorization%20to%20Administer%20Medication%20at%20School.pdf)

### *Sunscreen*

The State of Washington recently changed the laws regarding sunscreen use at schools. Students are now allowed to carry/use sunscreen without any paperwork from a physician. Here are a few sunscreen tips:

- 1) Apply sunscreen in the morning before your student comes to school.
- 2) Sunscreen from home must be kept in their backpacks. Please secure the sunscreen in a Ziploc bag to protect the other items in the backpack from spills and leaks. Label both the sunscreen container and Ziploc bag with your child's name.
- 3) Teach your child how to apply the sunscreen as they will need to do so independently.
- 6) Please reinforce with your children that they are not to share their sunscreen.
- 7) Please do not send students to schools with the spray/pump type of sunscreen

### *Doctor & Dentist Appointments*

Parent/legal guardians are expected to make every effort to schedule doctor and dentist appointments outside of school hours. However, when this is not possible, students will be excused for these special appointments.

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## **Before & After School Plan**

### **Morning/Drop-off Procedure:**

- ✓ Student supervision will be provided for students starting at 7:30 am. **Please make sure your student does not arrive at school before 7:30 am** when this supervision is in place.
- ✓ Students are expected to arrive at school prior to the start of instruction at 7:55 am. The 1<sup>st</sup> bell rings at 7:50 am signaling students to begin lining up outside (K-2) or heading to class (3-5).
- ✓ Students arriving before the 7:50 am bell are welcome to put their backpacks in their lockers/cubbies and are then expected to head to the lunchroom for breakfast or to the supervised play court or the gym for before-school recess.
- ✓ If your student takes the bus to school, they will be greeted at the bus zone and directed to one of the supervised play areas until school begins.
- ✓ If you are driving your student to school, please make sure you comply with our [traffic management plan](#). Use the designated parent load zones on 28th Avenue W. behind the school bus loading zone or legally park and walk with your student to the building. The bus loading zones are on the east side of 28th Avenue W. just south of the intersection at W. Smith Street, and on the south side of W. Smith Street adjacent to the accessible ramp to the north building entrance. The bus zone is a no parking zone from 7 – 9 am and 1 – 3 pm. **If you are parking and walking your student in, please help us be a good neighbor by not parking within 20' of crosswalks, 30' of intersections, or blocking any of our neighbors' driveways!**

**Traffic Management Plan:**

The site of Magnolia Elementary School poses challenges to driving to school – the residential streets become “one-way” when there are cars parked on either side, and parent drop-off areas and parking are limited in extent, and parking is limited. The intent of this Transportation Management Plan is to raise awareness of the site’s challenges and to mitigate traffic congestion by directing where students may be safely dropped-off and/or picked-up.

The majority of Magnolia’s attendance area is within the school’s walk zone. Please encourage your student to walk, bike, or ride the bus to school. Volunteer to help organize walking school buses. Identify safe routes for biking. Bike racks are located at the north end of the school and are accessed from W. Smith Street. (We recommend bikers bring a lock to secure their bike to the rack.) Use private vehicles only as a last resort.

***Bus Loading Zones:***

School bus loading zones are on the east side of 28th Avenue W. just south of the intersection at W. Smith St., and on the south side of W. Smith Street adjacent to the accessible ramp to the north building entrance.

If driving your student(s) to school is absolutely necessary, please adhere to the following directions:

***Dropping off or picking up students at school:***

- Use the designated parent load zones on 28th Avenue W behind the school bus loading zone or legally park and walk with your student to the building.
- Enter the school through the main entrance.
- Carpool with other families if driving to school is necessary.
- Remember, no Magnolia students should arrive or be present at school before 7:30 AM unless they are enrolled in before/after-school child care.

If your student requires ADA access:

- Park in one of four (4) ADA stalls adjacent to the Loading Dock north of the Gym.
- Use the building entrance near the Loading Dock.
- Alternatively, use the parent drop off on the south side of W Smith Street east of the bus loading zone. Observe the time limit.

Directions for dropping off for or picking up students from child care:

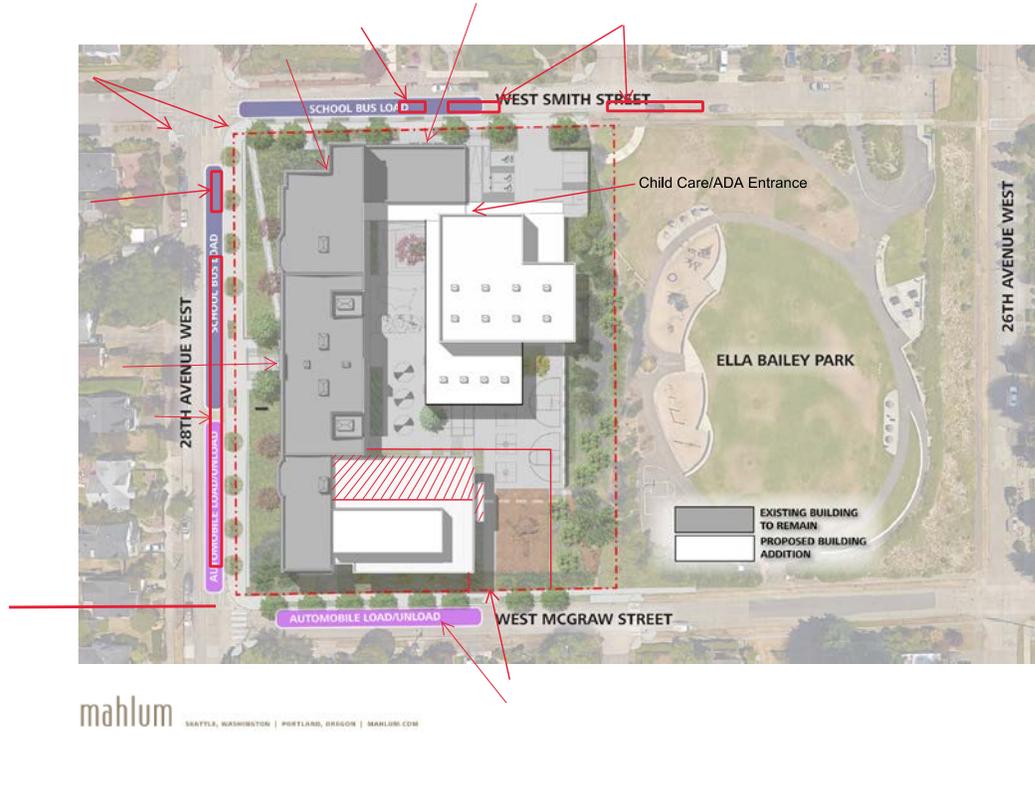
- Drop off and pick up on the south side of W Smith Street at the designated load zones.
- Use the building entrance near the Loading Dock.

PLEASE KEEP OUR STUDENTS SAFE! Follow these rules when you travel to and from school:

- DO arrive between 7:30 and 7:50 AM.
- DO cross only at crosswalks and corners.
- DO find a legal parking space on neighboring streets and walk-in with your child.
- DO stay with your car at all times in the parent loading zones. Observe the time limits.
- DO NOT park, drop off or pick up on W McGraw Street between 28th Avenue W and 26th Avenue W during construction of Phase 2. For the safety of all, it is recommended this area be avoided altogether.
- DO NOT let children cross the street in the middle of a block.
- DO NOT park in the parent loading zones.
- DO NOT block our neighbors’ driveways for any reason or use them to park or turn around in.
- DO NOT park or load/unload in either bus zone on 28th Avenue W or W Smith Street.

Please Note: These instructions are subject to change during construction of Phase 2 classrooms.

# Magnolia Elementary School



## After School/Pick-Up Procedure:

- If you intend to pick your student up from school, please be on site no later than 2:25 pm (1:10 pm on Wednesdays). Students waiting to connect with family members will wait on the play court area behind the school. If you are running late, your student will be walked to the main office to wait.
- Students attending Kids Co. Childcare or an after-school enrichment class will be dismissed to an after-school recess on the play court supervised by Kids. Co staff. After recess, Kids Co staff will have students line up with their program leader and walk to their designated room.
- If your child takes the bus, buses depart at 2:35 pm (1:20 pm on Wednesdays). Teachers and staff will assist all students to the appropriate bus and bus zone until they are familiar with the routine.
- If you have a same-day change in pick-up or bus routine, please contact the office before 1:30 pm (12:05 pm on Wednesdays). Calls after this time may not be delivered to your student's teacher in time.
- Ella Bailey Park will not be supervised by MES staff after school.

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## Student Expectations

### Recess

*Supervision* ~ Adult supervision on the playground will begin at 7:30 AM. Families are welcome to drop their student off anytime from 7:30 -7:50 am to play before school starts. Other supervised play times are during morning, lunch and afternoon recesses. At least two adult recess monitors are on the playground during all supervised times ensuring student safety, supporting peer-to-peer problem solving and monitoring for school-wide recess behavior expectations. We encourage volunteers to help on the playground whenever their schedule permits. Please [email the PTA](#) if you would like to help! The playground is not supervised after school unless students are participating in after-school care/enrichment activities. If you choose to use the playground after-school as a family, please continue to follow school-wide expectations for recess to model safe and fun play for all students.

### *Routines*

- With the exception of major downpours, students will go outside for recess. Please make sure your student has sufficient clothing for when it rains.
- For safety reasons, umbrellas are not allowed at recess. If your child walks to and from school, they may bring an umbrella to school as long as it is collapsible.
- When indoor recess is needed, the gym will be used during morning and lunch recess. The classrooms will be used for afternoon recess.
- At the end of recess, students line up with their class to meet their teacher and walk back to class.
- If a student needs to leave recess for any reason (bathroom, nurse, etc.) they need to notify a recess supervisor before leaving the play area.

*Activity options* ~ Before our permanent play structure is built, the play structure and running track at Ella Bailey will be an option for K-5 students to use with adult supervision. Additionally, the outdoor play court space near the gym will be available for field-type games and recess equipment use such as balls, jump ropes, etc. During some recesses, an indoor library makerspace option will be available for students during morning and lunch recesses. This will be supervised by our librarian and/or art teacher and all grades will have opportunities to participate.

We understand how important recess is for all students, and our goal is to send all students outside to all recess. At times, when a student is struggling to follow the agreements of their classroom, teachers may need to use a few minutes of recess time to collaboratively problem solve, practice a skill or facilitate a repair.

### **Recess Expectations:**

- ✓ **Value Learning** - line up on time
- ✓ **Be Aware** - play safely and share
- ✓ **Stay Connected** - invite others to play, ask an adult if you need to leave the area
- ✓ **Be Brave** - ask for help when you need it and offer it when you can

### **Lunch**

- If a student brings their lunch, they will drop off their lunchbox/bag in their class lunch wagon on the 1<sup>st</sup> floor at the beginning of the school day or on their way to recess prior to lunch. Each class will create student jobs and routines to get their wagon to the lunch room and their lunches to students.
- At the end of each recess, one of the supervisors will blow a whistle and students will line up outside on the play court to enter the commons by class. Student who are buying lunch will be able to go in 5 minutes early if they choose to.
- K-2 students will sit with their class at the beginning of the school year and ease into free-seating.
- All students will line up with their class inside the commons at the end of lunch to wait for their teacher. Each teacher will work with their class to determine their designated spot.
- Students will notify an adult when leaving the lunchroom for the restroom, nurse, water, etc.
- The commons will have an adult/student "Noise Manager" who will help monitor the noise level and signal when the space becomes too loud.
- The MES "Green Team" will support students in composting and proper garbage disposal.

### **Commons (Lunchroom) Expectations:**

- ✓ **Value learning** - be on time, engage in a mindful moment back in class
- ✓ **Be Aware** - sit, eat, be calm
- ✓ **Stay Connected** - visit, welcome and include others
- ✓ **Be Brave** - ask for help when you need it and offer help when you can

### **Cubbies & Lockers**

Kindergarten and 1<sup>st</sup> grade students will have cubbies in or outside of their classrooms. Each cubby is just big enough to store a student's backpack and a coat for the day. Cubbies are not intended to store personal items (toys, electronics, art supplies, stuffies, etc.) from home.

2<sup>nd</sup> – 5<sup>th</sup> grade students at MES will be given a locker in the 2<sup>nd</sup> floor hallway. Each locker is just big enough to store a student's backpack and a coat for the day. Lockers will remain unlocked at all times and should remain shut when not in use. Lockers are not intended to store personal items (toys, electronics, art supplies, stuffies, etc.) from home. Cubby contents - including art, school papers, food, etc. should be removed at the end of each day so all cubbies are empty each night.

Each classroom will create classroom agreements around hallway expectations and locker and cubby use, with classroom jobs to help monitor and support these agreements.

### *Things to leave at home!*

Personal belongings that are not connected to learning need to be left home! Students are not to bring toys, recess basketballs or soccer balls, trading cards, wheelie shoes, skateboards, potentially dangerous objects or unusual items to school unless they are intended for a specific purpose in the classroom. Students need to have permission from their teacher before bringing any of these items to school.

*NOTE: It is school district policy that if a student brings anything to school that can be construed as a weapon, including toy weapons, they will be subject to disciplinary action. All SPS discipline information can be found on the Student Rights and Responsibilities section of the district website.*

### *Cell Phones*

We recognize that some of our students may carry cell phones to communicate with parents on their way to/from school. However, students are not allowed to use cell phones during the school day. If a student needs to make a phone call during the day, they must first get permission from a school adult. If a student is not following these cell phone guidelines, the phone will be taken away from the student and stored in the office for the student to pick up at the end of the day. If a problem persists, the phone will be taken away and an adult family member will be called to pick up the phone and meet with the principal and student to address the phone use concerns and identify a solution.

### **Hallway Expectations:**

- ✓ **Value Learning** - get where you need to get
- ✓ **Be Aware** - use noise levels that work for all learners
- ✓ **Stay Connected** - smile or use a silent signal to say hi
- ✓ **Be Brave** - ask for help when you need it and offer help when you can

### **Bus Conduct**

If your student rides a school bus, please go over these SPS bus conduct rules with them.

1. Remain seated, facing front, when the bus is in motion.
2. Talk quietly and do not make unnecessary noise.
3. Keep your head and arms inside the bus.
4. Do not litter inside of the bus or throw anything out the window.
5. Save snacks for when the ride is over.

In the event your child receives a bus conduct notice (write-up) for violating bus expectations, these are the procedures which will be followed:

- *First Notice* – The student will talk with an administrator about the incident. Bus expectations will be discussed. The citation will be sent home.
- *Second Notice* – The student will talk with an administrator about the incident. The citation will be sent home.
- *Third Notice* – The student will talk with an administrator about the incident. The parent/guardian will be contacted. The student will be suspended from the bus for 1 day.
- *Fourth Notice*- The student will be suspended from the bus for 1 to 5 days.
- *Fighting* – Students engaging in fighting on the bus will automatically be suspended from the bus for 1 to 5 days.

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## Food Services

Hot lunch and breakfast will be served daily. Students will be assigned a lunch PIN number that will access their account. Families who want their student to eat a school breakfast or lunch are expected to pre-pay for your student's meals. Your child will be charged for breakfast/lunch only on the days they buy, not when a meal is brought from home.

### *Paying for School Meals*

We offer a variety of convenient ways to pay for school meals.

- Checks and cash are always accepted by the manager of the lunchroom either as a pre-paid deposit to a student's account or for purchasing individual meals or milk/juice. Please make checks payable to: Nutrition Services.
- PayPams: online payment for school meals can also be paid for with a credit card online or by phone using [PayPams](#).

Free or reduced-price breakfasts and lunches are available for those who qualify. Free and Reduced-Price Meal application forms were mailed to all households if you are enrolled in late August. Students who qualify drive funding for our school, so we ask that you fill out and submit the forms as soon as you can if you think you may qualify, even if you do not plan to utilize the program. These forms are available in the school office and lunchroom. The forms and online meal payment information can also be found online at:

[https://www.seattleschools.org/departments/nutritionservices/free\\_and\\_reduced\\_price\\_meals](https://www.seattleschools.org/departments/nutritionservices/free_and_reduced_price_meals)

Breakfast: \$2.00 per child  
Free/Reduced-rate breakfast: No charge  
Adult breakfast: \$3.25 per adult  
Lunch: \$3.00 per child  
Free/Reduced-rate lunch: No charge  
1/2-pint milk: \$0.50 per child or adult  
Adult lunch: \$4.75 per adult

Note: PayPams require the student's Student ID number or meal account pin number (provided by the school). The Student ID number can be found on report cards or by accessing [The Source](#). PayPams charges users a payment transaction of \$ 1.95 per student for each transaction. Click to learn more about [PayPams](#).

[Unpaid Meal Charge Policies](#)

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## Safety

### **Emergency Drills**

Magnolia Elementary will have various safety drills throughout the year. These are important events to ensure all students and staff know what to do if an emergency occurs. A specific drill is planned once a month (usually, the 3rd Thursday) to prepare for the possibilities of an earthquake, fire or lock down. These drills are included in the weekly newsletter, so that parents can be aware that students will be participating in these drills and can talk with their student at home about them.

During fire drills, each class has an escape route to a designated outside area that is a safe distance away from the building. Detailed escape plans are posted inside the door of each classroom. For earthquake drills, all children drop, cover and hold (preferably under a table). During Lock down drills, students and staff practice locking classroom doors, pulling window and door shades, and sitting quietly in the designated safe-zone in their classroom

We regularly work with families around ways to reduce anxiety over any of these drills. For some students, drills can bring about fear of violence or discomfort. Please talk to your child at home about these drills, answer any questions they may have and ease their anxiety. If you have any concerns about an upcoming drill or ideas on how to make it a more comfortable, worry-free event please let us know.

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## Discipline

### Magnolia Elementary Positive Discipline Philosophy

We believe ...

- **All people, young and old ~ regardless of race, class and culture ~ are worthy of dignity and respect.**
  - **Misbehaving children are frustrated children.**
  - **Punitive practices and systems work to the detriment of all young people and perpetuate a legacy of oppression and inequity.**
  - **All people, young and old, are continually making decisions based on how their world is perceived** (*perception > interpretation > belief > decision (private logic) ...*).
- **We expect students to become engaged at school and involved in the process of learning,** so we will expand our tools beyond the traditional tools that are failing our students: in particular, they are failing students of color, students whose families are poor and students who have had adverse childhood experiences
- **We expect our students to become useful, contributing members of society** who treat others with respect and compassion and who model good problem-solving skills, so we will model adult responses to misbehavior (discipline) that do not result in our students experiencing public shame or humiliation.
- **We expect students to stay calm and behave “appropriately”** so we will teach them the necessary self-regulation and communication skills and provide opportunities for practice.
- **We expect students to be collaborative and generous toward each other,** so we need to shift our focus from individual work, intentionally teach collaborative skills and model collaboration with our colleagues.
- **We expect students to do the right thing when no one is looking,** so we will teach them the skills of self-reflection and invite them to grapple with how to decide what is right for them and how to stand up for what they believe in.
- **We want parents to become engaged in a meaningful way,** so we will offer meaningful opportunities for engagement and invite them to engage.

We believe the role of discipline is to effectively engage young people and teach them the social skills necessary to contribute in useful ways. We believe that adults can have the most influence on the behavior of our students when we have an ongoing relationship founded on mutual respect (each person equally worthy of dignity and respect) and we teach into mistakes after all parties are calm. The most powerful tools for adults to use in this work are empathy, understanding the perspective of the student, encouragement, collaborative problem solving, and kind and firm follow through.

We believe effective discipline:

- Helps children feel a sense of connection (belonging and significance)
- Is mutually respectful and encouraging (firm and kind at the same time)
- Is effective long-term (considers what the child is thinking, feeling, learning and deciding about himself and his world – and what to do in the future to survive and thrive)
- Teaches important social and life skills (respect, concern for others, problem solving, and cooperation as well as the skills to contribute to the home, school or larger community)
- Invites children to discover how capable they are. (encourages the constructive use of personal power and autonomy)

In our intentional efforts to meet these student expectations, we will shift away from traditional classroom management, which gives the teacher the control, to a classroom leadership model, which empowers students to control themselves from within. Effective classroom leadership teachers are able to set clear limits and expectations **and** invite engagement in community and the process of learning. We call the set of classroom and school strategies that support this classroom leadership style “positive discipline”.

Traditional discipline is based on the belief that student behavior is motivated by students responding to rewards and punishments in their environment. The belief that students will be motivated by punishments and rewards stems from a belief that children do not know what is expected or/and they are not motivated to do what is expected without the reward or punishment. Punishment often stops misbehavior, but hardly ever motivates children to do better in the future.

Positive discipline is based on our belief that student behavior is motivated by our students seeking a sense of belonging (connection) and significance (meaning) in their social context. We see each student as a unique human being with his or her own history of experiences, culture, set of skills and ways of finding meaning in life. We believe that children do well when they can, and when they do not do well it is because they are dysregulated or are lacking a skill that allows them to do well. Behavior is a form of communication and is purposeful, and misbehavior involves a mistaken belief about how to find belonging/meaning. Students who are able to regulate themselves in stressful situations are able to be flexible, adaptive, creative and appropriately responsive. Students who are not able to self-regulate, and students who have experienced trauma and have smaller resiliency windows, respond impulsively and in socially inappropriate ways when faced with stress.

A core part of this work is teaching our students to self-regulate. When addressing a child that is not able to respond in a socially appropriate way, our job is to help the child define their concern, share our adult concern with the child and then work with the child to collaboratively identify a solution or solutions that will address both the child’s and the adult’s concerns. Solutions are reasonable, related, respectful and helpful. All solutions are consequences, but not all consequences are solutions.

Our work is grounded in current brain science regarding learning and trauma informed practices. Specifically, we love Zaretta Hammond’s **culturally responsive brain rules** (*Culturally Responsive Teaching and the Brain, 2018*)

1. The brain seeks to minimize social threats and maximize opportunities to connect with others in community
2. Positive relationships keep our safety-threat detection system in check
3. Culture guides how we process information
4. Attention drives learning
5. All new information must be coupled with existing funds of knowledge in order to be learned
6. The brain physically grows through challenge and stretch, expanding its ability to do more complex thinking

### **Positive Discipline Guiding Principles**

*What it will look like when we are the school we want to be ...*

#### **School-wide ...**

- There are systems for monitoring and learning from discipline data
- Adults and students use data to improve school climate
- Staff integrates knowledge of brain science in their teaching and relating to students
- Every interaction in every part of the students’ day is an opportunity for learning (lunch, recess, hallway)
- Every space and activity has intentional structures and systems to promote social learning, self-regulation and connection to the community
- There are clear school-wide expectations
- Adults and students will follow routines and agreements

### **Every Adult ...**

- Understands that the quality of relationships and school climate are absolutely critical to successful student learning
- Seeks to establish strong meaning and connection for students, families and staff in social and academic contexts
- Implements principles of mutual respect and encouragement
- Knows that students' brains differ in their capacity for self-regulation and response to stress; and has tools to help students learn these skills while maintaining the dignity of both student and adult
- Focuses on long-term solutions to misbehavior at individual, class and school-wide levels
- Views mistakes as opportunities to learn & misbehavior as opportunities to practice critical life skills
- Questions the tradition of adult control, rewards and punishment
- Is able to maintain clear boundaries, keep routines, and follow through in respectful ways

### **Every student...**

- Is welcome and knows that he/she belongs and that he/she matters.
- Learns and practices self-regulation, communication skills and problem solving
- Is part of a community that regularly works together to solve problems
- Engages academic experiences that are relevant and challenging

### ***Structures, routines, firmness and follow-through are key!***

The structures, routines and follow-through that adults maintain in a school create the regularity and predictability our students need to know that they are safe. We can do this without shaming, blaming or humiliating anyone.

### **Mutual respect:**

*I respect myself (so I can maintain firmness)*

*I respect the needs of the other person and situation (so I can stay connected)*

*\*Sound Discipline Administrators Guide, 2017*

### **Adult Responses to Behavior**

*Goal* – Our intent is to create consistent school routines for adults to use when a student becomes dysregulated or makes a mistake and is missing instruction that hold dignity and respect for the student and the adults.

**Reflect: What is belief behind behavior? How big is the resiliency window? Is this a cultural difference?**

**Prevention: this is a continuous and daily practice**

- Build relationships / develop learning partnerships that both care and push / kind & firm
- Develop guidelines that are student generated with regular check-ins:  
*How are we doing on our guideline to do \_\_\_\_? What can we do to make it better?*
- Use collaborative problem solving (CPS) process (empathy step, state adult concern, id solutions)  
*sample empathy step - "Ruth, I notice you are not writing. What's up?" (student defines problem)*
- Set clear routines and practice them regularly with your students
- Make classroom jobs available to all students / involve students in creating new jobs
- Intentionally teach social skills: PD lessons, Kelso, Zones (SEL competencies)
- Designate a calm body spot to support self-regulation
- Teach strategies and tools that support self-regulation (RULER toolkit)
- Implement brain breaks and/or mindfulness practices (core practice, yoga) into daily schedule
- Hold class meetings 3 - 4 times per week

**Level 1: Behaviors that are developmentally or culturally appropriate that can be efficiently redirected**

- Connect before you correct

- Review guidelines
- Visual or verbal redirection (ask vs. tell, do vs. don't)
- Proximity
- Use calm body spot
- Complete reflection sheet (ruler toolkit)

**Level 2: Behaviors that persist despite repeated interventions or are significantly disruptive or are hurtful (but not a safety concern)**

- Self-regulate self and student
- Teacher/student problem solving plan (*plan b – CPS*)
- Make an agreement with the student
- Ask for administrative support (obs/hall conf.)
- Conference with interventionist
- Plan for repair
- Call family to ask for help
- Minor referral to track if desired
- Parent/guardian contact \*

**Level 3: Behaviors that endanger self, others, property or that persist after level 2 interventions**

- Ensure safety
  - Self-regulate self and student
  - Teacher or administrator/student problem solving plan
  - Plan for repair
  - Student may be removed from situation (class or area)
  - Time away (sometimes from school) as appropriate
  - Administrator meets with student, addresses problem, makes plan (may not always be necessary)
  - Major referral is submitted same day
- *When students are removed from an educational opportunity, families, our partners in teaching, need to be informed. It is important to keep the conversation helpful not hurtful.*

**Referral Process**

*What do we do when mistakes are made?*

*Goal* – Our intent is to create consistent school routines for adults to use when a student becomes dysregulated or makes a mistake and is missing instruction that hold dignity and respect for the student and the adults.

**Reflect: What is belief behind behavior? How big is the resiliency window? Is this a cultural difference?**

**Referrals are written when behaviors:**

- Endanger self, others, property
- Pose a significant safety issue (physical/emotional)
- Persist after level 2 interventions
- Keep the student from accessing instruction

In some circumstances, when the teacher does not feel able to complete the repair and re-entry process, the student may be removed from the situation (class or common area) causing missed instruction. In these situations, it is expected that the teacher will ask another adult to come the classroom to facilitate the repair and re-entry process with the student and prevent further missed instruction.

When a referral is written, families, our partners in teaching, will always be informed. The adult that facilitates the repair and re-entry process will be responsible for seeing that this contact is made. It is important to keep the conversation helpful not hurtful.

**Referral Repair and Re-entry process**

Teacher can facilitate the process and student stays in the classroom	Teacher is not able to facilitate the process and calls for facilitation support
<ol style="list-style-type: none"> <li>1. Regulate – How does the adult help the student regulate?</li> <li>2. Relate – How does the adult help the student feel seen?</li> <li>3. Reason – How does the adult help the student identify and describe their mistake?</li> <li>4. Repair – How does the adult help the student problem solve or repair. What do they need to do to “fix” their mistake and do better next time. What space &amp; time are for repair to happen between students and adults?</li> <li>5. Re-entry - How does the adult and student community welcome student back into the classroom?</li> <li>6. Communication - How are families informed in a helpful and supportive manner?                             <ul style="list-style-type: none"> <li>• <i>phone call from adult supporting process</i></li> <li>• <i>student reflection sheet sent home</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Regulate – How does the adult help the student regulate?</li> <li>2. Relate – How does the adult help the student feel seen?</li> <li>3. Reason – How does the adult help the student identify and describe their mistake?</li> <li>4. Repair – How does the adult help the student problem solve or repair. What do they need to do to “fix” their mistake and do better next time. What space &amp; time are for repair to happen between students and adults?</li> <li>5. Re-entry - How does the adult and student community welcome student back into the classroom?</li> <li>6. Communication - How are families informed in a helpful and supportive manner?                             <ul style="list-style-type: none"> <li>• <i>phone call from adult supporting process</i></li> <li>• <i>student reflection sheet sent home</i></li> </ul> </li> </ol>

Connection – “You are seen”

Firmness – “You are accountable”

**Anti-Bullying Policy**

Intent: Reducing bullying at school is the work of the entire school community. We intend to start and guide this work as the Lead Teacher Team but believe that we need to include involvement from students, the staff and the parent community in order for the program to be effective.

Characteristics of successful programs for dealing with bullying at school:

- 1) **Bullying is defined and recognized.**
- 2) **Awareness is increased.**
- 3) **Clear expectations** are supported by practice. There is clear evidence (visual, practice) that bullying is not acceptable. The school environment is warm, inviting and supportive. (Prevention)
- 4) **Action is taken. Specific actions are taken to reduce all kinds of bullying.** Adults in the school respond to bullying in a consistent predictable pattern.
- 5) **Anti-bullying programs are a continual and consistent element** of the school culture. It is not a one-time or once a year program.

**Define and recognize bullying**

Bullying and hurtful behavior are not the same.

Bullying is characterized by the following:

- ✓ It is aggressive behavior or intentional “harm doing”. It results in the person who bullies or group who bullies feeling more superior than the target(s).
- ✓ It is carried out “repeatedly and over time”.
- ✓ It occurs in an interpersonal relationship characterized by an imbalance of power. The power may come from position (adult vs. child, older vs. younger, popular vs. less popular), size (larger/stronger vs. smaller/weaker), or numbers (several students vs. a single student, several students vs. adult)

Bullying can be **verbal** (name calling, taunting, verbal harassment).

Bullying can be **physical** and look like “typical” aggressive behavior (hitting, hurting, physical threats, taking things, etc.).

Bullying can be **relational and emotional**. This kind of bullying is typically more difficult for adults to notice. It passes in innuendos, whispers, body language, slam books, rumors and all varieties of social media. It results in systematic exclusion of one or more persons from a perceived group of other persons.

Bullying can be **any combination** of the above.

In any bullying situation, there are three significant participants: the person who **bullies**, the person who is the **target**, and the **bystander / bystanders**. Because all three participants are critical to successful bullying, interruption of the pattern of behavior of any part of the “play” will disrupt bullying. In schools, engaging and working with the bystanders (the whole school community) is a particularly useful and empowering tool.

Bullying is harmful to the student who is the target, the student who bullies and the students who are bystanders (all who witness the bullying). Often the communities focus on the harm to the target, but it doesn’t take much imagination to understand how all three roles experience harm.

### **Steps to increase recognition and awareness:**

#### **1) Increase staff awareness of bullying.**

At staff meetings or staff in-service, the leadership team can teach staff about what bullying is and what it looks like. It is helpful to provide a specific definition and ask staff to become aware of bullying. Adults in the school community also need to learn to recognize the secondary signs of bullying; decreased interest in school, decreased academic performance, avoiding recess, increased absences, missing belongings that might have been taken, not eating lunch, depression, significant change in friendship groups, etc.

#### **2) Increase student awareness of bullying.** This can be done through discussion, through age appropriate literature or through well-tested anti-bullying curricula such as “Steps to Respect” or a combination of the above.

#### **3) Increase parent awareness of bullying.** Letters home, using conference days to address bullying, PTA meetings, recommended reading, parent book groups are all tools that can be helpful. Teach adults to recognize the secondary signs of bullying; decreased interest in school, decreased academic performance, avoiding recess, increased absences, missing belongings that might have been taken, not eating lunch, depression, significant change in friendship groups, etc.

#### **4) Conduct annual bullying surveys.** Bullying survey are an important tool for increasing awareness and for monitoring the success of the anti-bullying program. Many school districts do regular climate surveys that can be used as a starting place. It is helpful to survey students, parents and staff.

### **Expectations: The school environment counts**

Work toward a school environment that is warm, inviting and supportive that also sets clear expectations that bullying is not acceptable. Bullying is reduced in environments that are characterized by warmth, positive interest and opportunities to contribute where adults are also firm and consistent in limiting inappropriate behavior. Tools to enhance this kind of environment include the following:

- **Class meetings** so that students can learn social skills. They can learn how to achieve a socially useful sense of belonging and learn how to be assertive.
- **Academic material** that is culturally appropriate and engages and challenges students at their level.
- **Adult behavior at school** that is consistent and respectful to students and to other adults.
- **Increased supervision. Find out when bullying is most frequent and ensure good adult supervision at those times.**
- **Effective and aware adult supervision** during recess.
- **School wide expectations** about bullying that students have had some say in creating.

- Use of a **bullying survey**. Sharing results of the survey will increase awareness and help the entire community share a common goal of decreasing bullying.
- **Adult mentors** for students who bully that can serve as role models for socially useful ways on increasing an internal sense of “significance” or value.
- **Community wide education about bullying.**
- A strong educational component for the “bystanders.” As all students are bystanders at some point, this can and should be a school wide effort.

### **Specific actions are taken to reduce all kinds of bullying**

- ✓ Adults in the school respond to bullying in a consistent predictable pattern.
- ✓ Teach students the difference between telling (reporting) and tattling. Teach students that “tattling” results in someone getting hurt. “Telling” is to prevent someone from getting hurt.
- ✓ All bullying should be reported. Develop safe ways to report bullying.
- ✓ A clear process and set of outcomes for each bullying episode.

Anti-bullying programs vary in their recommended treatment of the student who bullies. The most traditional approach calls for clear ‘consequences’ or ‘sanctions’. The theory here is that if the student who bullied experiences some pain or difficulty as the result of his or her actions that the ‘hurt’ will teach the student who bullied not to bully anymore. Other authors argue that when adults (with more power) repeatedly and consistently subject students who bully to hurt (even with good intent) it teaches the students who bully that people with more power **do** have the right to hurt others.

The approach we take involves a clear and consistent process of teaching the students who bully. It calls for non-punitive restitution that both teaches skills (gives the students who bully a sense of socially useful power) and contributes to the greater good of the community. Key to this approach is that all students and staff see clear evidence of this process. The message must be: “Bullying is not ignored here. If you bully you are taking from our community and you will be responsible for giving back.” This latter approach calls for more imagination and creativity as well as more adult time, but it is the approach that will be most helpful in the long term.

*For example:*

*The student who bullied has a serious conversation with the administrator. This conversation clearly identifies what happened, and the responsibility of the student who bullied. If there is more than one student who bullied, the conversations happen individually, but in quick succession so that the bullies do not have an opportunity to share stories.*

*Parents/guardians are always contacted. Note that many students learn their bullying behaviors at home and conversations with the parents of students who bully can be difficult. If suspension is appropriate, it is framed as a time out for the school and the student until both can recover some from the mistake.*

*The student who bullied does some kind of restitution under direct adult guidance. The restitution process begins promptly. Until the student who bullied really understands the impact of the hurt caused, apologies are premature and not useful.*

## **Policies & Procedures**

### **Communication**

The home-school connection is very important to us! We use paper, email, and telephone calls to communicate school news, classroom news and special events to our families. Here are several ways we will communicate with you during the year, and several other options for staying in touch.

*School Website*

<http://magnoliaes.seattleschools.org>

### *PTA Website, Newsletter & Social Media*

The PTA sends an email message every 1-2 weeks with information about PTA programs, events and volunteer opportunities. You can sign up for the email list at the bottom of the PTA website.

PTA Website: <http://magnoliaes.seattleschools.org>

PTA Email: [info@magnoliaschoolpta.org](mailto:info@magnoliaschoolpta.org)

Facebook: <https://www.facebook.com/groups/2203878073066058/>

### *School Messenger*

SPS has a "School Messenger" system that is used centrally to announce closures, in-service days, holidays and other special events. It can also be used by MES administration / staff for special announcements by voice and email. The first week of school, you will receive a packet of important school information via kid mail that needs to be returned to school. One of these documents is a family contact information sheet. Please make sure your phone numbers are current on this sheet in September and report any changes during the school year to our school office staff for entry into the database.

### *Go Home Folders*

Each student will receive a sturdy 2 pocket folder to be taken to and from school in their backpack every day. This folder will be a mainline of communication between home and your student's classroom and school. Items or papers that need to go home but do not need to be returned will go in the left side while items and papers to go home and need to be returned will go in the right side. **Left side = leave at home. Right side = return to school.** You will be asked to check your child's go-home folder each night for important notes, school assignments, newsletters and school work. If you need to send something (notes, permission slips, homework, checks) please use the folder.

### *Classroom News*

You can expect communication from your classroom teacher on a regular basis. Teachers will let you know how they will be communicating with you early in the school year. Their regular communication will include important dates and reminders related to your student's class or the whole school as well as information about what your student is learning. Each classroom will also have a volunteer room parent who will send class-specific information (usually by email) about volunteer requests, classroom supply needs, and community-building events.

### *Staff Email and Phone Numbers*

Classroom teacher email addresses and classroom phone numbers are available on our website, from our office staff, and are listed in this handbook. Contact your student's classroom teacher about the best times and methods for additional communication. All MES staff will do our best to respond to emails and voicemails in a timely manner.

### *Addressing Concerns*

As a staff, we have committed to address concerns directly with the person/people involved in a respectful, solution-focused manner, even when this makes us uncomfortable. We ask that our adult family members do this as well when they have a classroom concern, unless it is an immediate safety or health concern. This includes any concerns parents have about classroom dynamics and the academic/social-emotional/behavioral needs of your child. Talking first with the teacher promotes a healthy working relationship between parents and teachers. If the issue cannot be resolved, Ms. Cryan Leary will join the conversation to help the teacher-parent team find a solution. (The only exceptions to this would be immediate health or safety needs of a child.)

### **Homework**

Research indicates that extra homework has minimal if any impact on student achievement. We believe that, after working hard at school all day, our students need their evening time for unstructured play, dinnertime conversations with their family, and an opportunity to engage in extra-curricular activities of their choice. We also strongly encourage our families to follow your pediatrician's recommendation for sleep. Most elementary students are recommended to sleep 10-11 hours each night.

That said, there are activities that students can do to extend and enrich the learning students are doing at school. Building a positive reading culture in your family by carving out time to read and enjoy books, independently and together, will absolutely benefit your student's reading achievement. Integrating the use of reading, writing and math skills into real-life situations in a playful way will also help kids stretch and grow these skills. Playing games that integrates math, reading and writing not only teaches kids that learning can be fun, but it also develops important social and emotional skills like sharing, dealing with disappointment and developing perseverance.

There will be times that students are asked to extend the learning they are doing at school. For example, they may be asked to respond to an opinion question about their class read aloud book on a class group chat on SeeSaw. Or they may bring home an exit ticket to rework the problem they made a mistake on. These assignments will give you an opportunity to know what they are learning and how they are doing with that learning. Your classroom teacher will talk more about your specific grade level homework opportunities at curriculum night.

### **Progress Reports**

Progress Reports are issued following the completion of each trimester grading period. Please carefully review your child's progress and contact the school if you have questions regarding their grades. For the first two trimesters, please sign the envelope the progress report comes in and have your child return it (only the envelope, keep the progress report!) to school. You may keep the envelope at the end of the year.

### **Parent-Teacher Conferences**

It is important that adult family members know how their children are doing in school. At curriculum night, teachers will invite each family to sign up for a Parent-Teacher conference. This year, conferences will be held on Saturday, November 23<sup>rd</sup>, Monday, November 25<sup>th</sup> and Tuesday, November 26<sup>th</sup>.

An adult family member may request a conference with their child's teacher or the principal at any time during the school year. Likewise, a teacher may sometimes find it necessary to request a special conference with an adult family member outside of the conference week.

### **School Supplies Fee**

Some schools send a list of school supplies for families to buy for their student. Instead of having each family shop for items, we ask families to donate \$50 per student. This allows our school and teachers to purchase items in bulk, reducing the cost and extending our purchasing dollars. It also supports classroom inclusivity and equity and teaches our students how to share and take care of the learning supplies that support their learning. The only thing your child will need to bring is a backpack/school bag. Lunchboxes/bags and water bottles are optional. The school does have several water fountains with filtered water bottle fillers 😊.

In the future, we will set up an online pay option for the supply fees. This first year we are asking families to pay the fee by sending us a check made out to Magnolia Elementary School.

Checks can be:

- 1) mailed via US mail to 2418 28th Ave. W, Seattle, WA 98199
- 2) sent in with the beginning of school year paperwork, which will be distributed via kid mail the first week of school with a requested return date of Friday, September 20th.

Note: If you are not able to pay the full supply fee amount, please give what you can. If you can give more, your donation will be appreciated. Please direct any questions about School Fees to Michele in the Main Office. If your student qualifies for Free and Reduced Lunch, these fees are waived.

### **Classroom Food & Celebrations**

As a staff, we have agreed to sugar/"junk food" free celebrations & snacks.

#### *Snacks*

Each classroom will have a scheduled snack. Teachers will communicate directly with their families about what their

snack expectations will be. No sugar or low-sugar snacks are preferred. When sending snacks to school, please avoid items with peanuts or tree nuts.

### *Celebrating Birthdays*

This agreement includes sugar/"junk food"/goody bag free birthday celebrations. Staff and student birthdays will be announced at our monthly Friday assemblies, and then celebrated in classrooms with *a birthday sun & acknowledgements circle*. Students are also encouraged to bring a favorite book for a birthday read aloud. The book can be donated to the classroom library in honor of the student's birthday or taken home. Family members will be invited to attend these celebrations.

### *School and Classroom Celebrations*

As a new school staff, we will be making decisions early in the year about how we will address holidays at school. Our discussions about this will be guided by our intent to provide an anti-biased education and to create a school culture that is inclusive of all of our students. We asked for family input regarding celebrations and holidays in a survey last spring. If you have not had an opportunity to provide your input on this topic and would like to do so, please send it to [ktcryan@seattleschools.org](mailto:ktcryan@seattleschools.org). We will be sharing our plans with families as soon as they are finalized.

Throughout the year, we will have grade-level and possibly school-wide celebrations that showcase student learning (ie. writing celebrations, poetry slams, Project Based Learning exhibitions). We will also have PTA events that will celebrate our school community in a variety of ways.

All school celebrations are also expected to follow our Green Team norms – listed below.)

### **Green Team Agreements**

As a school, we will work hard to:

- ✓ Recycle and Compost in classrooms
- ✓ Recycle and Compost in our lunchroom with Green Team support  
→ Signs for cafeteria with actual items to show what goes where.
- ✓ Use compostable plates and forks at all events/celebrations  
Use paper cups with water or frozen concentrate juice rather than drink boxes with straws.
- ✓ Avoid unnecessary give aways (plastic trinkets), balloons and glowsticks.
- ✓ Avoid single use plastic water bottles.
- ✓ Encourage students to bring water bottle from home.
- ✓ Print/copy double sided when possible.
- ✓ Use scratch paper.
- ✓ Turn lights/computers off if room is going to be empty for more than a few minutes
- ✓ Recycle our Crayola products (ColorCycle box in every classroom).

### **Assemblies**

Whole-school monthly assemblies will occur on the first Friday of each month beginning at 8:00 am. All students will attend with their classes and family members are welcome to join. These assemblies are a chance for our school to:

- ✓ Celebrate/acknowledge student birthdays for the month!
- ✓ Share our learning about our monthly World Awareness theme, including the book we read and the artwork we created in our K-5 Orca Pod cohorts
- ✓ Announce special events happening inside and outside school
- ✓ Celebrate/acknowledge holidays including: MLK day, Veterans Day, Black Lives Matter Week, etc.

Assemblies outside of the first Friday monthly routine will occur at various times in the year. We will come together as a whole school for Book-It drama performances, author visits and music performances. In addition to these monthly all-school assemblies, we will have other assemblies in K-2 and 3-5 groupings that will:

- ✓ Provide classrooms/grade-levels with opportunities to present extensions of learning they have done around our monthly theme or share their project-based learning
- ✓ Allow student leaders to announce the data collected from our school-wide class meetings, share the solutions we will try and monitor progress toward our goal

Updated information on these assemblies will be posted on our website and PTA newsletter for families who would like to join.

### **Field Trips**

Several times throughout the school year, your child's teacher will take their class on a field trip. Field Trip Permission Forms will be sent home for a parent/guardian's signature and will indicate any fees needed for the trip. When sending checks to school, please make them payable to Magnolia Elementary Self-Help, unless otherwise specified.

If your student has not returned the Field Trip Permission Form to school, they will not be permitted to participate on the field trip. If they are unable to attend a field trip, they will be placed into another classroom until their class returns.

If you plan to chaperone a field trip, a background check must be completed prior to the day of the field trip as well as volunteer paperwork and a field trip chaperone form. If you need help finding or filling out these forms, please talk to Michele in the front office.

### **School Pictures & Yearbook**

Dorian studios will be taking Individual student pictures on Friday, October 4<sup>th</sup>. Retakes will be taken on Friday, November 15<sup>th</sup>. Classroom photos will be taken on Friday, March 13<sup>th</sup>. Information about picture day and purchasing will be posted on our school website and an order sheet will come home at the beginning of the year in your student's go home folder. Dorian will also be producing our school yearbook, which will be available for purchase in the spring.

### **Lost & Found**

The Lost and Found will be located on the first floor near the main office. To reduce the amount of lost and found items, we ask that parents put first names and last initials on the labels of all coats, sweatshirts, jackets, lunchboxes, and any other items your child is likely to lose track of. It happens, and the labels will help us get items back to their owners. If your student does lose something, please encourage them to check the lost and found in hopes of retrieving it. Lost and found items not retrieved will be donated on a regular basis.

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### **Instrumental Music Program**

Fourth and fifth graders may participate in instrumental band activities with lessons offered on a weekly basis on Friday afternoons. More information about registering for this program will be sent home in early fall.

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### **Colors & Mascot**

Our school colors, selected by our staff, are **navy** and **teal**. Our mascot, selected by our students, is the orca!

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### **Kids-Co on-site Child Care & After-school Enrichment Classes**

Our after-school care and enrichment classes will be run by Kids Co., a non-profit childcare organization that was founded in 1989 in Seattle. Kids Co. started out with the belief that all children deserved access to high quality childcare regardless of their family's ability to pay. They provide quality childcare that engages the whole child and offer high quality and engaging projects and activities, nutritious snacks, and a caring team of staff to keep kids safe and having fun. Kids Co. offers care after school, during most school breaks and during the summer.

Kids Co. will also manage our after-school enrichment club programs. Kids Co. will work to coordinate the vendors and manage administration of the clubs including online family class registration. Clubs typically run 9 weeks each term for three terms: fall, winter and spring and each class is 90 minutes long. Sign-ups for clubs usually begin a few weeks before clubs start. Club schedules will be available prior to registration opening to families. Kids Co. works with the PTA, families, and vendors to provide a variety of clubs to meet an array of interests. The first club session for the 2019-2020 school year is set to start in mid-October – more info to come in September!

You can find more information about Kids Co at: <https://www.kidscompany.org/magnolia/>

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## **Learning Support**

### **Special Education**

We will have two Special Education programs to provide support to our students with IEPs. All of these students will be a member of one of our general education classrooms and will receive additional support and coaching from our Resource or Access teacher and Instructional Assistants. The student's IEP teams - which must include parents, the classroom teacher, the Special Education teacher and the principal and may include others - will meet once a year to approve the student's IEP. Any member of the IEP team can call a meeting when needed. All decisions about a student's IEP will be made with all members of the IEP team present.

### **English Language Learners**

We will have an ELL teacher and Bilingual Instructional Assistant two days a week who support our bilingual students who have a home language other than English. At MES we value and encourage students' development of their home language. All of these students will be a member of one of our general education classrooms and will receive additional support and coaching from our ELL teacher and Instructional Assistants.

### **School Psychologist, Speech & Language Pathologist (SLP) and Occupation & Physical Therapist (OT/PT)**

These specialists work at Magnolia part-time. They are available to assess student needs and to provide limited therapy. They also work with the Student Support Team (SST) and share their skills and resources with staff and parents. They can be reached through the school office

### **Student Support Team (SST)**

Staff members, or parents, who have a concern regarding a child's academic, social or emotional growth, may refer their concerns to the MES Student Support Team. This team is made up of the classroom teacher(s), the principal, the school psychologist, and other specialists. A meeting is held at school to determine what we can do to better help the child. Our aim is to work together as a staff, with parents, to help the child learn and grow to his/her greatest abilities. Parents may request a Student Support Team meeting by contacting their child's teacher. The SST typically meets weekly