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Metro Bus Information

Web Site: <http://tripplanner.kingcounty.gov/>

Metro Information Number: 553-3000

Metro Auto Scheduling Number: 287-8463

A LETTER FROM THE PRINCIPAL

Dear B.F. Day Families:

B.F. Day School is committed to learning for students and staff. Everything we do is carefully designed to create the best learning environment for our students, and to work toward continual improvement in how we work with our students. We know that students' learning is the top priority for our families as well, and we encourage your participation in the learning and social activities here at B.F. Day. Research has proven that student achievement is highest when parents and the schools work together.

This handbook is our way of communicating our expectations and standards to both students and their families. Please read the contents of the handbook carefully. If you have any questions, do not hesitate to call your child's teacher or me.

We look forward to a year of great academic growth for your child, and to working in close partnership with you.

Sincerely,

Stan Jaskot, Principal
scjaskot@seattleschools.org

206.252.6015

HISTORY & MISSION

HISTORY OF OUR SCHOOL

B.F. Day began in 1889 in the home of the Steele family. In the late 1880s, Fremont was reached by boat. Passengers rode the "Maude Foster" or the "Mud Hen" and landed at a dock at the foot of what is now Stone Way. The school moved many times in its tenure; at the time Washington had been a state only three years and the University of Washington was located in downtown Seattle.

In 1891, the Seattle School District received what is probably the most generous donation it has ever received. A block of 20 lots, valued at the time at \$10,000 given by Benjamin Franklin Day and Francis Day who owned neighboring farmland and donated this land to assure a school site for their community. In accepting the gift, the Seattle School board passed a set of resolutions. They expressed a deep appreciation and pledged to erect a brick school building on the site "to cost no less than \$25,000 and to be called the B.F. Day School."

B.F. Day is the oldest continually operating elementary school in the Seattle School District. The 67,500 square-foot school building received a 5 million-dollar renovation in 1991 to assure that the classic turn-of-the-century school would continue to offer students a safe and lovely learning environment. Additional earthquake safety modifications were made in the summer of 2017.

A full history may be found at

http://www.historylink.org/index.cfm?DisplayPage=output.cfm&file_id=10494

MISSION STATEMENT

B.F. Day is committed to providing a high quality education to all students. We are a diverse community of learners; building paths to choice, in education, life and career. Our mission is to provide an inclusive education for each student, exposing, addressing and closing achievement gaps. We believe that all of our students, including those of who live in poverty, can excel, and it is our responsibility as educators to see this commitment through.

EDUCATIONAL PHILOSOPHY

The basic goal of our school is to provide a quality education to each student. This means developing the academic and social skills of each student to the highest possible degree. Our specific goals are to promote *academic achievement, pro-social skills, and parent/guardian involvement.*

COMMUNITY AND CALENDAR

SCHOOL DISTRICT PHONE NUMBERS

B.F. Day School office	252-6010
Elementary Director, Kelly Aramaki	252-0150
Communication	252-0200
Enrollment Services Office – JSCEE Service Center	252-0760
Advanced Learning Office	252-0130
Seattle PTSA	364-7430
School Board Office	252-0040
School District Information	252-0000
Special Education Information	252-0058
Transportation (School Bus Service)	252-0900

PARENT-TEACHER-STUDENT ASSOCIATION (PTSA)

B.F. Day has the support of a strong and active coalition of parents/guardians who help the school raise much-needed funds, organize school-community events and obtain school supplies. Our PTSA is instrumental in helping B.F. Day remain unified and enriched. PTSA general meetings are held three times a year, with board meetings happening every month. All are welcome at these meetings. Dates and times are listed on the PTSA web site (www.bfdayptsa.org), and on the school calendar at <http://dayes.seattleschools.org/>.

Please feel free to contact any of the board members listed below if you would like to get involved, or if you have any questions.

B.F. Day PTSA
3921 Linden Avenue North
Seattle, WA 98103
<http://www.bfdayptsa.org>

B.F. Day PTSA is a 501(c)(3) non-profit organization, and donations are tax-deductible. Our tax ID# (Employer Identification Number) is: 91-1348668.

2017-2018 School Year PTSA Board and Committee Positions

Title	Name & Email
President	Gayle Perez president@bfdayptsa.org
Vice President	Mike Sweeney vicepresident@bfdayptsa.org
Secretary	Cindy Johnson secretary@bfdayptsa.org
Treasurer	Rosie Donovan treasurer@bfdayptsa.org
Communications and Community Engagement	Cris Sirutis
Volunteer Coordinator	Amanda Rose
Before & After School Activities	Adrienne James
Fundraising	Tonya Boyce and Steve Albertson
Building Leadership Team rep	Julietta Skoog
Enrichment	Adrienne James
Advocacy Chair	Jason Evans
Teacher Rep	Randi Noreng
Art Liaison	Steph Tichenor
Tech Lead	Daniella Kim
"Go To" People	Kristen Anderson Carol Magallanes Becky Smith

THE B.F. DAY STAFF – 2017/2018

<u>Name:</u>	<u>Position:</u>	<u>Room:</u>	<u>Phone</u>
Anderson, Carolyn	Physical Therapist	101	252-6023
	cranderson@seattleschools.org		
Bauer, Alvin	Pre-school tutor	206	252-6034
	arbauer@seattleschools.org		
Bauer, Carrie	Office Manager	Office	252-6010
	cbauer@seattleschools.org		
Bauernfeind, David	SEL Assistant	102	252-6024
	djbauernfeind@seattleschools.org		
Beck, Ronald	SEL Primary	103	252-6025
	rdbeck@seattleschools.org		
Bedregal, Martha	Bilingual I.A.	312	252-6052
	mmbedregal@seattleschools.org		

Biryuk, Nikolay	Custodial Engineer	252-6040	
	nmbiryuk@seattleschools.org		
	office located between 302/303		cell: 793-0464
Cerulia, Roxana	Grade 3	311	252-6051
	rbcerulia@seattleschools.org		
Confehr, Catherine	Resource Room Assistant	252-6038	
	ljarlson@seattleschools.org		
Cooper, Jennifer	Special Ed. Teacher	300	252-6033
	jlbencic@seattleschools.org		
Dang, Teresa	Bilingual	312	252-6052
	tbdang@seattleschools.org		
Davis, Eloise	Grade 2	305	252-6044
	ehdavis@seattleschools.org		
Dawson, Elizabeth	Grade 2	301	252-6039
	eedawson@seattleschools.org		
Delaney, Vincent	Physical Education	Gym	252-6021
	videlaney@seattleschools.org		
Dugdale, Alexander	Instrumental Music	104	252-6027
	agdugdale@seattleschools.org		
Ferrel, Shellie	K/Grade 1	304	252-6043
	srferrel@seattleschools.org		
Fisaha, Joel	Bilingual IA	312	252-6052
	jtfisaha@seattleschools.org		
Frank, Nathaniel "Woody"	SEL Assistant	103	252-6025
	nafrank@seattleschools.org		
Geer, Monica	Preschool I.A.	206	252-6034
	mogeer@seattleschools.org		
Gjording, Julie	Interventionist	306	252-6045
	Jagjording@seattleschools.org		
Haas, Sonja	Office Asst.	Office	252-6014
	smhaas@seattleschools.org		
Hammer, Ken	Librarian	LRC	252-6036
	kahammer@seattleschools.org		
Jaskot, Stan	Principal	Office	252-6015
	scjaskot@seattleschools.org		
Jauregui, Michele	Speech Therapy	Office	252-6016
	mejauregui@seattleschools.org		
Kendrick, Kathleen	Kindergarten	203	252-6030
	kvkendrick@seattleschools.org		
Maldonado, Kenneth	Grade 4 & 5 Math	307	252-6046
	kemaldonado@seattleschools.org		
Mengiste, Alemnesh	Playground	100	252-6022
	atmengiste@seattleschools.org		
Moyer, Julie	Lunchroom Mgr		252-6020
	jamoyer@seattleschools.org		
Noreng, Randi	Grade 4 and 5 Literacy	308	252-6047
	ranoreng@seattleschools.org		
Norton, Annie	Nurse	Office	252-6017
	rlnorton@seattleschools.org		

Nunez, Kayla	Special Ed. Teacher	102	252-6024
	kmnunez@seattleschools.org		
Obermilller, Shannon	Tutor	306	252-6022
	smobermilller@seattleschools.org		
Olegario, Joseph	Grade 4 & 5 Science	309	252-6048
	jpolegario@seattleschools.org		
Padgett, Luke	Boys/Girls Club Director		547-7169
	lpadgett@positiveplace.org		
Papineau, Jaimee	Grade 1	303	252-6041
	jlpapineau@seattleschools.org		
Peterson, Dirk	Sp Ed I.A.	105	252-6028
	drpeterson@seattleschools.org		
Pierce, Janine	Visual Art/Dance	204	252-6032
	jmpierce@seattleschools.org		
PTSA/Family Room	105	105	252-6028
Roszatycki, Amy	Psychologist	Office	252-6019
	amroszatycki@seattleschools.org		
Sawyer, Janet	Grade 3	310	252-6050
	jmsawyer@seattleschools.org		
Singh, Kuldip	Custodial Engineer		252-6040
	kssingh@seattleschools.org		
Steel, Britta	Grade 1	302	252-6042
	bjsteel@seattleschools.org		
Tackett, Alice	Pre-School Teacher	206	252-6034
	astackett@seattleschools.org		
Taylor, John	Counselor	office	252-6018
	jrtaylor@seattleschools.org		
Woodbridge, Melissa	SEL Assistant	102	252-6024
	mlwoodbridge@seattleschools.org		
Zillig, Andrew	Kinder/Admin. Intern	202	252-6029
	awzillig@seattleschools.org		

PARENT & COMMUNITY INVOLVEMENT OPPORTUNITIES

The staff at B.F. Day considers parents, guardians and community volunteers to be very special resources. Parents, guardians and others are encouraged to help in all classrooms, programs, and extracurricular activities. If you have time and skills you can donate, please call the school, 252-6010. We are asking each parent to consider participating in at least 8 events over the course of the year. You'll hear the phrase "B.F. Day8" pronounced "B. F. Date." This will be a way to help parents stay connected with what is happening in our classrooms. With your assistance, we can make our school a better place for students to learn and grow.

- Playground Supervision: Parents, guardians and people from the community are encouraged to help us supervise children during the morning, lunch, and afternoon recess periods.

- Mentors & Tutors: Students benefit greatly from the personalized attention of a mentor or tutor. We welcome those of you who would like to be a special friend to a student or someone who can assist children on class assignments.
- The Learning Resource Center (Library): The Learning Resource Center (LRC) is a popular place. We can use volunteers to read stories, assist students on projects and more.
- Computer Lab: Each classroom visits the computer lab weekly with the help of parents and volunteers who are learning along with the students. The lab also needs technical support to maintain and enhance the technology in the school and is used for MAP & SBAC testing.
- Breakfast support: Our climate committee is looking for ways to make students' morning experience more pleasant and inviting. This may include a "family breakfast" time, where students may have their grown-ups and siblings present, as well as making the cafeteria a more fun space with music and decorations.
- Parent-Teacher-Student Association (PTSA): An active fundraising and morale building coalition composed of B.F. Day staff members, parents/guardians, and students. Activities include several fundraising and hospitality events as well as academic enrichment activities.
- Special events, field trips and classroom activities: Throughout the school year, there are many opportunities to involve volunteers in school activities.
- Special Expertise: If you have a talent or an area of expertise you can share with us, please do! We could use volunteer assistance in our office, with students, on the grounds, and on everything from mechanical to health and nutrition matters.
- Artists in Residence: Enrichment experiences in the arts provide many volunteer opportunities. Watch the "**Principal's Dayette**" for announcements and mark your calendars. If your student doesn't get your copy to you, you can view it online at: <http://dayes.seattleschools.org/>

Please remember to that to volunteer and work with students or chaperone field trips you must complete the Seattle Public Schools-Screening Form. You can request this form in the main office. You will find links to the form and other pertinent information on this page: <http://tiny.cc/SPSvolunteer>

B.F. Day School Calendar

Below is the current school calendar. Specific dates/times are subject to change, and there will be additions during the year. See the B.F. Day school web site and the B.F. Day PTSA web site for updates.

August 21-25	Jump Start	9:00am - 12:00pm
August 31	Ice Cream Social	4-5:30pm
Sept 4th		
August 31-Sept 5th	Enrollment packets	complete
Sept 5th	Sept PTSA Meeting	5:30 PM
Sept 6th	1-5 First Day coffee/tea	8:00 AM

Sept 11th	K First Day coffee/tea	8:00 AM
Sept 27th	Curriculum Night	5:30 PM
October	Direct Drive	
October 2	Oct PTSA Meeting	5:30 PM
Oct 17th	Principal Chat Night	5:30 PM
Oct 10th	Fall General PTSA Meeting	
October 26	Literacy Night/Fall Book Fair	5:30 PM
October 31st	Pumpkin Parade	
	Movie Night?	
Nov 6	Nov PTSA Meeting	5:30 PM
Nov 6-9	Islandwood Outdoor School	various
Nov 20-24		
Dec 4	Dec PTSA Meeting	5:30 PM
Dec 13	BF Day New Family Tour	9:00 AM
Dec. 14	Holiday Music/Drama Performance	5:30 PM
	Parents' Night Out?	
Dec 18-Jan 1		
January 8th	January PTSA Meeting	
25-Jan	Take Your Parent to School Night	5:30 PM
Feb 5th	February PTSA Meeting	5:30 PM
Feb 7th	BF Day New Family Tour	9:00 AM
Feb 15th	BF Day New Family Tour (Night tour)	5:30 PM
Feb. 15th	Science Fair	5:30 PM
Feb 13th	Winter PTSA General Assembly Meeting	5:30 PM
Feb 19-23		
March 5th	March PTSA Meeting	5:30 PM
March 22nd	Math Night	5:30 PM
March	Parent Auction Event	
April 2nd	April PTSA Meeting	5:30 PM
April 9-13		
April 22nd (or TBD)	Sun Dragon Fun Run	
	Mariner's Night?	
	Spring Book Fair	
May	PTSA 2018-2019 Budget meetings	
May 7th	May PTSA Meeting	5:30 PM
May 7th - May 11th	Teacher Appreciation Week	
May 14th	Spring PTSA General Assembly meeting	5:30 PM
May 31st	Art Fest	5:30 PM
June 4th	June PTSA Meeting	5:30 PM
	5th Grade Tile Project	
June 8th	Village	PM sessions
June 15	Field Day and BBQ	Am and PM sessions
June 20th	5th Grade Promotion	1:30 PM
June 16th	Solstice Parade/Parking	9:30 - noon

June 22nd

Dragon Den

last Thursday session for a month

10.26,11.30,12.14,1.25

SCHEDULE & ATTENDANCE

DAILY SCHEDULE

7:35 AM	Office Opens
7:35 AM	Staff on Duty – Playground supervised
7:35 AM	Breakfast Program
7:50 AM	First Bell
7:55 AM	Morning Session Begins/Tardy Bell
9:45 – 10:00 AM	Primary Recess (Grades K-3)
10:20 – 10:30 AM	Intermediate Recess & Snack
11:10 – 11:50 PM	Primary lunch/recess
12:00 – 12:40 PM	3 rd grade lunch/recess
12:05 – 12:45 PM	4 th and 5 th grade lunch/recess
1:00 – 1:10 PM	Kindergarten recess
Afternoon - TBD	Primary Recess (Grades K-2)
2:35 PM	Dismissal except Wed.
1:10 PM	Wed. Dismissal
4:00 PM	Office Closes – North door is locked

ATTENDANCE

Regular attendance is essential to a student’s success in school. Most subjects are taught in sequences, requiring the understanding of each concept in the order of its presentation. Persistent absenteeism creates a genuine hardship for a student and is regarded as a very serious problem.

The following list of circumstances is the only recognized excused school absence:

1. Personal illness
2. Family illness
3. Death in the family
4. Religious observances
5. Doctor Appointments

If your child has been ill during the night, they should be kept at home the next day. **When in doubt, please don’t mask the symptoms with Tylenol and send them to school. Children should not return to school until 24 hours after a fever, diarrhea or vomiting.**

COMPULSORY EDUCATION REQUIREMENTS

The District adheres to State Becca Law procedures when unexcused absences occur. The State compulsory attendance laws (RCW 28A.225) include provisions that:

A. Require parents/guardians of any student between the ages of eight and eighteen to ensure that their child(ren) attend the school to which the student has been assigned.

B. Require parents/guardians of any student who is age six (6) or seven (7) and who is enrolled in a public school to ensure that their child(ren) attend the school to which the student has been assigned. An exception shall be made for students whose parents/guardians formally remove them from enrollment if the student is less than eight (8) years old and a truancy petition has not been filed against the parent/guardian.

C. Require Seattle Public Schools to provide notice of the requirements of the compulsory attendance law annually and upon enrollment to students and parents/guardians. The notice shall be in the parent's/guardian's primary language, unless that is clearly not feasible. Parents/guardians should acknowledge receipt of the notice.

D. Require the school to notify the student's parent/guardian in writing or by telephone whenever the student has one unexcused absence within any month during the current school year. Such notice shall be in the parent's/guardian's primary language, if feasible, and should inform the parent/guardian of the potential consequences of continued unexcused absences.

E. Require the school to schedule an attendance conference with the parent/guardian and the student after the student has two unexcused absences within any month during the current school year. See Section V, below.

F. Require the school to intervene to eliminate the student's absences. All such steps shall be documented in writing, and shall be available for review by the King County Juvenile Court in the event that a truancy petition is filed against the student.

G: Give the Superintendent of Seattle Public Schools the authority to appoint community members to serve on community truancy boards established by the district.

H. Require the district to file a truancy petition in King County Juvenile Court if a student has seven (7) unexcused absences in one month or ten (10) in the school year. Seattle Public Schools will not file a petition unless appropriate, comprehensive interventions are attempted and documented at the school, parents/guardians have been notified of the law and acknowledged receipt of the notification (C, above), and the student's unexcused absences continue.

MANDATORY ATTENDANCE CONFERENCE FOR EXCUSED ABSENCES

If an elementary school student has five (5) or more excused absences in a single month during the current school year or ten (10) or more excused absences in the current school year, the student's school will schedule a conference with the student and their parent(s)/guardian(s) at a reasonably convenient time. The conference is intended to

identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. An interpreter shall be provided for parents/guardians for whom English is not their primary language, as feasible. The conference must include at least one school district employee, preferably a nurse, counselor, social worker, teacher or community human service provider, and may occur on the same day as a scheduled parent-teacher conference, provided it takes place within thirty days of the absences. If the student has an Individualized Education Plan (IEP) or a Section 504 Plan, a team able to modify that plan must reconvene.

A conference is not required if prior notice of the excused absences was provided to the school or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

As soon as possible after a student accumulates two unexcused absences during any month during the school year, a conference shall be scheduled at a time reasonably convenient for all attendees. Attendees should include the student, the parent/ guardian, and at least one school official. Other people may be invited if they would assist in resolving the attendance problem. An interpreter shall be provided for parents/guardians for whom English is not their primary language, as feasible. A copy of the letter inviting the parent or guardian to the conference will be kept at the school.

The purpose of the conference is to analyze the causes of the student's absences. During the conference with the student the school may enter into an "Attendance Agreement" with the student and/or parent/guardian to address the attendance issues.

If the parent/guardian does not attend the conference, the conference may be held without the parent/guardian, but the school must notify the parent/guardian of the steps to be taken to eliminate the student's absences. If appropriate, the conference with the parent may be held by telephone.

ABSENCES

If your child is going to be absent, please call the school office at 252-6014. You can also send an email to smhaas@seattleschools.org If parent/legal guardian does not call, the Attendance Secretary will attempt to call the home to assure the safety of your child. It helps us cut down on the number of calls we must make each morning if you call the school when your child will be absent. *Thank you.*

We closely monitor student attendance, as research has shown a clear correlation to regular attendance with academic and social emotional success. Students should have fewer than 10 absences each year. **This includes doctor, dental appointments and family vacations.**

Frequently Asked Questions

What is SPS' Attendance Policy/Procedure?

SPS believes that maximizing instructional time is critical to the success of our students. Read our [Attendance Policy \(3121\)](#) and related [Superintendent Procedure \(3121\)](#) for more information.

What do I do if my student misses school?

If the absence is planned, provide written or verbal notice to the school at least three (3) days in advance. If the absence is unplanned, let the school know as soon as you are able.

Be sure to check with your student's teachers and get assignments and classwork in advance (if you are able) or after your student has returned so they can stay on track with classmates.

Families are encouraged to not schedule appointments, vacations, or other events at times that would cause students to be absent from school.

What is the difference between an excused absences and an unexcused absence?

Excused absences meet at least one of the criteria set out in [state law](#) and our [Superintendent Procedure](#). The are:

- Participation in a district or school approved activity or instructional program;
- Illness, health condition or medical appointment (including, but not limited to, medical, counseling, dental or optometry);
- Family emergency, including, but not limited to, a death or illness in the family;
- Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
- Court, judicial proceeding or serving on a jury;
- Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
- State-recognized search and rescue activities consistent with RCW 28A.225.055;
- Absence directly related to the student's homeless status, such as a house fire, moving, lack of new District transportation set up, a required agency visit, or similar emergency situation;

- Absences related to deployment activities of a parent or legal guardian who is an active duty member consistent with RCW 28A.705.010;
- Absence resulting from a disciplinary/corrective action (e.g., short-term or long-term suspension, emergency expulsion); and
- Principal (or designee) and parent/guardian or emancipated youth mutually agreed upon approved activity, such as attending a youth conference or other one-time special event, or serving as a counselor at a school-sanctioned outdoor education program.

Absences are unexcused if they do not meet any of the above criteria or if notice is not provided to the school within two school days of the student's return. Schools are required to take steps if a student has too many unexcused absences. Elementary schools are required to take steps if a student has too many excused absences.

What is the school required to do if my student misses school?

For elementary students with five (5) **excused** absences in any month or 10 during the school year, the student's school will schedule a conference with the student and their parent(s)/guardian(s) to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. (If the student has an Individualized Education Plan (IEP) or a Section 504 Plan, a team able to modify that plan must reconvene.)

A conference is not required if prior notice of the excused absences was provided to the school or if a doctor's note has been provided and a plan is in place to ensure the student will not fall behind in their coursework.

For all SPS students with three (3) **unexcused** absences in any month during the school year, the student's school will schedule a conference with the student and their parent(s)/guardian(s) to analyze the causes of the student's absences and determine supports needed. After seven (7) unexcused absences in a month or 10 during the school year, we are required to file a court petition to help resolve the student's attendance concerns.

What can I do to help my child get to school?

- Don't let your child stay home unless they are truly sick, such as fever, vomiting, diarrhea, or a contagious rash.
- Avoid appointments and travel when school is in session.
- Keep track of your child's attendance and regularly talk with your student about the importance of being in school.
- Set a regular bedtime and morning routine. Finish homework and pack backpacks the night before.
- Have a back-up plan in place with family members, neighbors, or other parents for getting your child to school in case something comes up.

- Set limits for when students need to be off devices (tv, cellphone, tablet, etc...) at night.
- For students riding Metro buses, check the Metro website, an app, or electronic signs to ensure your bus is on time. Have a backup route if possible in case your bus is running late.

How do I know if my child is too sick to attend school?

If you are wondering if your child is too sick to attend school, use [this guide](#) and contact your school's nurse or your child's health care provider if you have further questions.

TARDINESS

Prompt arrival at school is expected of all students. Late arrivals disrupt class and cause loss of instruction time. Students who are late begin their day at a disadvantage, even if it is just 5 minutes. Any child who arrives at school after 7:55 AM is considered tardy. Please check-in with the Secretary upon arrival after 7:55 AM to receive a tardy pass. A pass is necessary to enter the classroom and so we don't call your home in error. If your child will be absent or late arriving, make a call to the attendance line at 252-6014. It is a 24-hour dedicated attendance line. This courtesy is for safety, and saves us a lot of time and phone calls.

ARRIVALS AND DISMISSALS

Parents delivering or picking up students at school should **not** use the bus-loading zone in front of the school. This area is reserved for bus traffic. Students may be picked up or let off north of the playground. There is also access through the stairs to the B. F. Day playground from Fremont Avenue. Parking is also easier and more available on Fremont. Students should **always** exit on the passenger side of a vehicle. Avoid parking in No Parking Zones as posted. **Students who have not been picked up at the time of bus departure must return to the school office.**

Please do not walk through the parking lot...use the sidewalk. It is very difficult, if not impossible, to see a small child when a car is backing up in a parking lot.

Dismissal for K-2 will take place in the upper playground. This is a change from past practice. Parents may wait near the classroom line-up areas on the playground. Teachers will escort children to the playground, after first monitoring those students who ride the bus.

Pre-school is a new program at BFDAY. This is a parent drop-off and pick-up only. Parents will enter school through the center doors and proceed to Room 206. There will be 3 dedicated parking spots in the south parking lot. These will have a 10 minute limit and will be for pre-school parents only during arrival and dismissal times.

PLAY DATES & CHANGES IN ROUTINE – Play dates must be preplanned and written notification sent to school to the teacher and office. Play dates cannot be made at school.

LEAVING CAMPUS

Students are not allowed to leave the school campus during school hours for any reason without the knowledge and consent of their teacher (requests can also be made through the office). Permission to leave the school grounds will only be granted upon written or verbal request from the student’s parent or legal guardian. Please be sure to sign your child out of school in the office.

ACADEMICS

LITERACY at BF DAY

All of the Seattle Public Schools are implementing a new Reading and Writing resource developed by the Center for the Collaborative Classroom, or CCC. Teachers will highlight some of the key components of the program at Curriculum Night on Sept. 27th. You will learn more details at Literacy Night on Oct. 26th. The CCC is a rich program which provides literacy materials along with instructional strategies and activities to address social aspects to learning.

The Core Principles of the Collaborative Classroom include:

- Social and academic curricula are interdependent and integrated.***
- Fostering caring relationships and building inclusive and safe environments are foundational practices for both the student and adult learning community.***
- Classroom learning experiences should be built around students’ constructing knowledge and engaging in action.***
- Honoring and building on students’ intrinsic motivation leads to engagement and achievement***

Reading Assessments

At BF Day, we assess students’ just-right reading level using reading assessments developed by Fountas & Pinnell (F&P). This assessment checks for phonemic awareness (ease of saying words out loud), as well as a deeper comprehension of texts. As students increase in grade level the depth of knowledge starts to include questions


about character development, how the mood of a story is portrayed, and the author's purpose.

Students' F&P just-right levels range from A to Z, beginning at Kindergarten and ending with 8th grade. If a student is reading at a higher level than their grade level expectation, rather than increasing their level too quickly our teachers will often increase their written response work, advancing their writing skill level while working to challenge their critical thinking skills.

Student-Parent at home expectation

You can best support your child's literacy work at home by knowing their F&P just-right reading level and supporting their independent reading at home. Talk to your child's teacher about questions you can be asking your child in response to what they are reading. Make sure they are bringing home books from school at their just-right level and celebrate with them when their level increases. Balanced literacy includes strong skills in both fiction and non-fiction. Please support a balance of fiction and non-fiction reading at home!

Ask your child about the writing projects that they are working on in class. If you are able to assist their writing work through the editing process, increasing ***their skill*** level at understanding and identifying mistakes, this is always encouraged. Teachers review all written work and do their best to follow the following marking system:

 <h1 style="font-size: 2em; margin: 0;">Editing Marks</h1> 		
	Delete	Going to the zoo was was lots of fun!
	Spell out word	My brother is going to be <u>16</u> years old.
	Change letter	Our class had the best attendance ^a .
	Change to capital letter	Our school is in the city of <u>n</u> e <u>w</u> <u>y</u> ork.
	Change to lowercase letter	My D ad loves to go fishing on Saturday.
	Transpose letters or words	Everyone in my family loves to r aed.
	Insert (letter, word, phrase or punctuation)	Don't forget to ^{check} your work every day.
	Close space	We are going on a class field trip to <u>o</u> day.
	Add space	Our summer vacation is eight ^u weeks long.
	Start new paragraph	"Is that your dog?" she asked. ¶ "Yes," I replied.

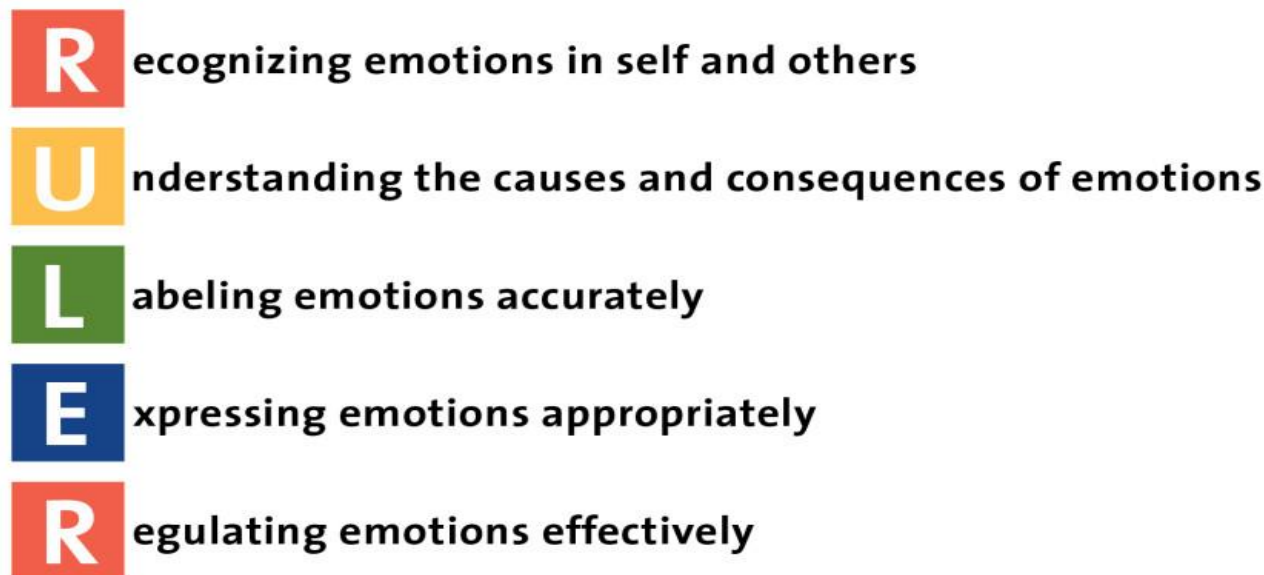
MATHEMATICS: Math in Focus is our core elementary text. Based on the Singapore teaching method, it was adopted in June, 2014. If you have families who wish to access the text online, please provide these instructions:

1. Go to <http://www.seattleschools.org/>
2. Go to Students » Support » Online Resources » Online Textbooks.
3. Click Math in Focus.

4. Then login using the boxes on top right side of the page.
 - **Username:** studentcps
 - **Password:** access

SOCIAL EMOTIONAL:

RULER is an acronym that stands for Recognizing, Understanding, Labeling, Expressing and Regulating emotions.



In years 1 and 2, BFDay worked on the foundational skills of the RULER program. This first phase grounded teachers, staff, students, and families in the Anchors of Emotional Intelligence. These fundamental RULER tools enhance individuals' ability to understand and regulate their own emotions and to consider and empathize with how others are feeling. The Anchors also foster the kind of healthy emotional climate essential to personal growth.

This year, we will reteach the Anchors through the winter break. In January, we will launch the Feeling Words Curriculum.

In this second phase, teachers will integrate RULER into a wide range of subject areas, ensuring that emotional intelligence is woven into the content of every class and throughout each student's school day. The Feeling Words Curriculum that teachers learn to use is tailored to specific grade levels and aligned with the Common Core.

We will move to Phase 3 in the 2018-19 school year to enable lasting results. RULER creates a self-perpetuating program by training teachers and other staff to become RULER Trainers who then teach the rest of the school what they've learned. As teachers are trained, they in turn teach their students, and as new teachers arrive, RULER Trainers teach them.

To ensure lasting success, RULER also supports RULER Trainers with ongoing feedback, advanced training, and an online community where participants from around the world compare notes, participate in webinars, watch videos, and stay up-to-date on the latest program enhancements.

POLICIES & PROCEDURES

COMMUNICATION

There are several ways we will communicate with you during the year, and several other options for staying in touch.

1. The "Dayette" (every Tuesday)

B.F. Day publishes a weekly bulletin ("The Day-ette") every Tuesday, full of information from Principal Jaskot and other important school news. If you provided an email address to the school during enrollment, you will automatically receive the Day-ette in email. If you don't have an email address and would like to receive a paper copy of the Day-ette in Kid Mail, please contact the office. Families without email automatically receive a copy through Kid Mail.

2. PTSA Email

The PTSA sends an email message every 1-2 weeks with information about PTSA programs, events and volunteer opportunities. You can sign up for the email list at the PTSA link on our school website. <http://www.bfdayptsa.org/>

3. Kid Mail

Students in Grades K – 3 receive a sturdy 2 pocket folder to be placed 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.** Parents and families should use this kid mail system to send notifications to teachers and/or the school as well. This folder is an important piece of our communication system here at B.F. Day so please be sure to have the folder in your student's backpack every day, check this folder's contents every day, and be prepared to replace the folder periodically from wear and tear.

Students in Grades 4 and 5 have a student planner to help them organize and to use for communication to and from school.

4. Classroom Newsletters & Room Parents

You can expect a newsletter from your classroom teacher on a regular basis. Kindergarten newsletters will come monthly. Newsletters from grades 1-3 will come weekly. Newsletters from grades 4-5 will come weekly but may have additional supplemental information sent home periodically to meet the needs of the projects and assignments from class. In each newsletter you can expect to see a list of important dates and reminders pertaining to your student's class or the whole school. You can expect to see an overview of what is happening in the content areas of reading, writing, math, science, social studies, and health with any explanations that may pertain to homework in that area.

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. More information will be available about your Room Parent during the first few weeks of school.

5. 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 B.F. Day staff will try to respond to emails and voicemails in a timely manner.

6. Web Sites

B.F. Day School site: <http://dayes.seattleschools.org/>

PTSA site: www.bfdayptsa.org

PTSA Facebook: Search for "B.F. Day PTSA"

HOMEWORK

Research around assigning homework for primary grade students doesn't show a clear link to academic progress. In lieu of formal homework, teachers ask that K-3 students read 20-30 minutes each evening, as well as spend time with their families, play, and engage in learning in self-directed ways. Teachers may offer optional enrichment projects. There are follow-up activities included in weekly newsletters to parents. This communication helps keep parents aware of the learning targets and activities taking place.

In 4th and 5th grades, teachers ask students to:

- Read for 30 minutes per night, sometimes with written reflection.

- Complete a math packet per week. Students receive math packets on Monday and return them on Friday. Math packets are a review of work learned the previous week.
- Self-assess their expository writing in science and share their expository writing with a trusted adult at home on a weekly basis.

Homework Responsibilities

Student Responsibility 4-5:

- To organize and maintain a homework folder/binder
- To give best effort
- To have your work completed and returned by a set date
- To be aware of the assignment
- To ask questions for understanding
- To keep a homework log

Teacher Responsibility:

- To ensure homework is well-planned, extending and reinforcing classroom learning
- To help student’s develop responsibility
- To base the number, frequency, and degree of difficulty of homework assignments on the age level and needs of the student
- To monitor and evaluate homework in a timely manner
- To clearly define expectations when assigning homework

Family Responsibilities:

- To communicate any concerns or questions with the teacher(s)
- To provide a quality homework environment
- To provide help as needed, but also be sure that work is (when possible) completed by the child, not the parent or sibling
- To check a child’s work to ensure the assignments are ready to be sent to school in the folder
- To check the Family Communication folder on a regular basis.

Homework time recommendations per day:

Grade Level	Reading	Math
Kindergarten	Up to 10 minutes per day	Occasional Family activities as recommended by teacher up to 10 min
First/Second Grade	10-20 minutes per day	Occasional Family activities as recommended by teacher for 10-20 min
Third Grade	30 minutes per day	Occasional Family activities as recommended by teacher up to 30 min
Fourth Grade	30 minutes per day	15 - 20 minutes per day
Fifth Grade	30+ minutes per day	20 - 30 minutes per day

Other types of homework assignments may include research projects, science, and/or writing tasks.

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 grades. Please sign and have your child return the report card envelope for the first two trimesters. You may keep the envelope at the end of the year.

PARENT-TEACHER CONFERENCES

It is important that parents and guardians know how their children are doing in school. Conferences are scheduled November 20th through November 23rd. **Conferences are all day and students do not attend school on November 20th through November 23rd.** Parents and legal guardians will be asked to sign up for a conference time by the end of October.

A parent or guardian 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 a parent/legal guardian. Please make every effort to meet with the teacher if you receive such a request.

VISITORS

Parents/legal guardians are encouraged to visit their child's classroom. The following procedures help ensure a productive visit for you, your child and your child's teacher.

1. Please make an appointment with the teacher in advance by sending a note with your child or call the school office. You may want to make an appointment to talk with the principal at the same time.
2. Report to the office when you arrive at school to sign in as a visitor and pick up a nametag.
3. If you wish to see a particular subject, please check with the teacher ahead of time to find out when the subject is being taught.
4. Please do not knock. Just walk right in and find a seat. You may want to watch for your child's ability to listen, independent work habits, willingness to participate, and performance in relation to others.
5. Please do not expect to talk with the teacher while they have the responsibility of the class. Make an appointment for a conference later. Limit visits to less than an hour.
6. Please do not bring small children into the classroom with you.

The B.F. DAY WAY

Now that you are a part of the B.F. Day Family, we would like you to assist us by making sure the students follow the rules. There are four basic pillars to our B.F. Day

Way: We are learners, safe, kind, and we make wise choices. Basic operating rules for key times of the day have been identified and aligned to these four pillars. These are detailed in the Student Expectations section of this handbook beginning on page 33.

UNAUTHORIZED ARTICLES

Common sense and consideration are the best guides in determining whether or not to bring personal possessions to school. **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.** Skateboards if used as transportation must be stored in the office during the day. There is to be no use of skateboards on grounds during the school day. Hats are not to be worn in the building. Students may bring hats to wear outdoors at recess. They must be removed upon entering the building. Students must receive special permission from their teacher before bringing any toys or other items to school. **All unauthorized and/or dangerous articles will be confiscated and returned only to a parent/legal guardian coming to school to claim the item.**

Cell Phone and Video Games:

Students are **not allowed** to use cell phones and/or play video games inside or outside during the school day. Such items should be kept at home or in student's backpack. Students should use the school phones in the classroom or office with permission only. Videotaping other students is not allowed! Cell phones and/or video games will be confiscated and turned into the office during the school day.

NOTE: It is school district policy that anything, including toy weapons, that can be construed as a weapon is ground for suspension and/or expulsion.

All discipline expectations can be found under Student Rights and Responsibilities from the district website by going to the department, then discipline and then inside. Copies are available in the office.

VALUABLES

The school administrators and staff cannot be responsible for valuable personal items that students bring to school. It is requested that students leave all valuable personal items at home. Technological items are to remain at home. **The school is not responsible if a student brings an iPod, game boy, cell phones, etc. and the item is lost/stolen/broken or given away.**

LOST & FOUND

Articles of clothing found in or near the school are put in the Lost and Found rack near the main entrance. Children should check in the Lost and Found area for any item that

is missing. For smaller items of apparent value (such as keys or jewelry), check with the school secretary. It is important that parents/legal guardians **put labels** on all children's belongings (backpacks, lunchboxes, caps, coats, overshoes, mittens, etc.) It will save you money and avoid the frustration of lost belongings. During holiday periods we donate Lost and Found to a charitable organization.

PICTURES

Individual student pictures will be taken in the fall. We are in the process of negotiating a contract with a new photographer. Details will be coming soon. Pre-purchased class pictures will be taken in late spring.

BUS INFORMATION

BUS CONDUCT

These rules have been established to insure the safety of students who ride buses:

1. Use only the bus and bus stop assigned.
2. Orderly behavior is required at the bus stop.
3. Remain seated, facing front, when the bus is in motion.
4. Talk quietly and make no unnecessary noise.
5. Do not talk to the driver unless necessary.
6. Keep head and arms inside the bus.
7. Do not litter inside of the bus or throw anything out the window.
8. Save snacks for when the ride is over.

Please assist us by reinforcing these rules with your student(s). Please also refer to The B.F. Day Way for bus expectations on page 33.

BUS SCHEDULE CHANGES/VISITATIONS

If temporary changes in bus stops are necessary, please send a signed note to the school with your child or call the office on or before the day the change is requested. Include the following information:

1. Student name, teacher name and room number.
2. The number of child's regular bus route.
3. The change you are requesting.
4. The day or days the change is to be effective.

5. If we do not hear from you the child will be put on the bus as usual.

Children can only be picked up or let off at regularly designated stops. New stops cannot be added on a temporary basis. If a transportation change is needed, which will last more than a few days, the request must be made to the Transportation office, 252-0900. New address changes must also be routed through the school and district office by filling out this form:

http://www.seattleschools.org/UserFiles/Servers/Server_543/File/District/Departments/Enrollment%20Services/addresschangeform.pdf

FOOD SERVICES

Hot lunches and breakfast are served daily. 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 were enrolled in late August. The number of qualifying students in a school determines some funding for B. F. Day students. Even if you do not utilize the program we appreciate your filling out and sending in the form if you qualify or think you may qualify. These forms are also available in the school office and lunchroom. To make sure your account accurately reflects appropriate charges it is very important to send in your FRL application in a timely manner. This form can be found online at:

http://sps.ss8.sharpschool.com/UserFiles/Servers/Server_543/File/District/Departments/Nutrition%20Services/Free%20Reduced%20Meal%20Application/English%20Free%20Reduced%20Meal%20Application.pdf

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

We appreciate your efforts in pre-paying for your child's meals. It is very hard on children when they are told they do not have money for lunch. 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

Meals can also be paid for with a credit card online or by phone using [PayPams](#).

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

[Elementary Schools Charge Policy](#)

HEALTH & SAFETY

ANTI-BULLYING POLICY

Our school has adopted a policy that does not tolerate harassment, intimidation or bullying. We define this as an intentional written, verbal, or physical act that:

- Physically harms a student or damages the students property; or
- Has the effect of substantially interfering with a student's education;
- Or is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

This prohibited student conduct can take many forms, including slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or written, oral or physical acts relating to an individual or group. Bullying is unfair, persistent and one-sided.

We believe in emphasizing positive character traits and values, including the importance of civil and respectful speech and conduct. Currently, we are in the first year of implementing a social/emotional literacy program called RULER. We also utilize an all-school curriculum, "Second Step," to address the social skills necessary to achieve these goals. Our policy also includes an intervention plan to respond to incidents of

harassment, intimidation or bullying. This may include classroom interventions with consequences, referral to the school counselor for individual or small group counseling or referral to an outside agency. Bullying is part of our behavior intervention plan, and we take each reported incident seriously. Our mission is to provide a safe environment where students can learn and achieve.

SAFETY

The school stresses safety in walking to and from school and safe procedures for riding the school bus. It is most important these safety practices also be stressed at home. Every child should know the safest route to take to and from school or the bus stop, and the appropriate safety rules to follow.

1. Cross streets at crosswalks.
2. Look both ways before crossing a street.
3. When walking on a roadway, walk facing traffic.
4. Go directly home after school. Do not stop to play in the playground or at a friend's house.
5. Do not talk to strangers or accept a ride with anyone.

EMERGENCY INFORMATION

In case of emergency each student is required to have the following on file at the school office:

1. Parent's/legal guardian's names
2. Complete and up-to-date address
3. Home phone and parent's/legal guardian's work phone numbers
4. Emergency phone number of a friend or relative
5. Physician's name and phone
6. Medical alert information

Please call the office as soon as any of the above changes! (252.6010)

PLEASE NOTE: If there is a custody issue or restraining order, please be aware that a current, certified copy of such order MUST BE ON FILE in the office.

CHANGE OF ADDRESS

It is very important for emergency and administrative purposes that everyone maintains an up-to-date address record at the school office. Notify the school immediately if you have a change of address or phone number during the school year.

RECESS POLICIES

Weather permitting; students are given recess each day. Decisions to have outside recess during cold weather depend upon the temperature and the wind chill factor.

Always dress your child for outside recess, since we have outside recess regularly unless it is pouring down rain.

PLAYGROUND SUPERVISION

Adults will supervise the playground beginning at 7:35 AM. Other supervised playtimes are during morning, noon and afternoon recesses. At least two adults are on the playground during regularly scheduled breaks. We encourage volunteer help on the playground whenever your schedule permits. Please call us if you can help. The playground is not supervised after school and students are expected to leave for home immediately following dismissal.

EMERGENCY DRILLS

Various safety drills are held throughout the year. These are important events to make sure all students and staff know how to act should an emergency occur. Once a month, a specific drill is planned to prepare for the possibilities of an earthquake, fire or lock down. These drills are included in the weekly newsletter calendar, so that parents can be aware that students will be participating in these required and important emergency preparedness skills. During fire drills, each class has an escape route to an outside area a safe distance from the building. For earthquake drills, all children drop and cover (preferably under the desk). Detailed escape plans are posted inside the door of each classroom. During Lock down drills, students and staff practice locking classroom doors, pulling window and door shades, and sitting quietly. There is no requirement to exit the building after a lock down drill.

We regularly work with families around ways we try to reduce anxiety over any of these drills. For some students, drills can bring about fear of violence or discomfort with the volume of the fire alarm. Please let us know if you have any concerns about an upcoming drill, and we will be happy to make it a more comfortable, worry-free event.

CANCELLATION OF SCHOOL

Cancellation of school takes place only during extraordinary circumstances such as extreme weather, equipment failure, or public crisis. Every practical means is used to notify parents/legal guardians of an impending cancellation, including School Messenger Telephone Call, radio, TV and newspapers. In the unusual circumstance where school must be canceled during the school day, a staff member will make sure that all students have satisfactory transportation and supervision at their home before releasing them from school.

NURSE

We are fortunate to have a full time nurse for this school year: **Annie Norton**. Her office is located in the main office of the school. She 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 her at 252-6017 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 if they have:

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 have your health care provider contact the school nurse to help your child safely return to school. Letting the school nurse know in advance of any planned surgery will be helpful.

If you have any questions about when to keep your child home from school, please contact Annie Norton at 252-6017.

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 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

***VACCINES REQUIRED (by State law) FOR SCHOOL ATTENDANCE
2015-2016***

Please see: <http://www.doh.wa.gov/Portals/1/Documents/Pubs/348-295-SchoolImmReqforParents2015-2016.pdf>
Or ask for a copy in the school office.

Exemptions :

Please see <http://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 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 at the back of this handbook. It is also available online at:

<http://www.seattleschools.org/modules/groups/homepagefiles/cms/1583136/File/Forms/health%20and%20safety/nursing/medauth1.pdf?sessionId=59ba12ca257844b587ffcab0a844cd13>

DOCTOR AND 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.

SPECIAL PROGRAMS

SPECIAL EDUCATION

B.F. Day houses two programs that provide Special Education services.

Service Model 1 (SM1) is also called **Resource Room**. This program helps students with additional instruction in Reading, Writing, Math or Social/Behavior skills. SM1 students participate in the general education setting for nearly the entire day.

Service Model 3 (SM3) is also called **Social Emotional Learning or SEL**. This program helps students with behavior interventions and supports in order to help them be more successful in their academics. Time in the general education classroom varies, but many SEL students are in general education classrooms for the majority of their school day.

SPECTRUM

Spectrum is a program designed for students identified as "advanced learners". Spectrum is for students who perform well above average for their grade level (usually at least one grade level above) and may require more advanced work to remain engaged.

- At B. F. Day, students are cluster-grouped within classrooms.

Spectrum Eligibility Criteria

- 87th+ percentile in two areas on Cognitive Abilities Test (90th in kindergarten)
- 87th+ percentile on both reading and math achievement tests (kindergarten exempt)
- Teacher Rating Scale

The program provides offers appropriately deep, complex and/or accelerated curriculum in reading and mathematics.

- Spectrum provides a rigorous curriculum that challenges students to apply complex thinking skills often at an accelerated pace in reading and math, but the level of depth and/or complexity may differ.

For instance, in an elementary unit on the U.S. Constitution:

- **Spectrum** students may delve deep into the Bill of Rights with guided questions, using reading, writing and speaking skills one grade level ahead.

- **General education** students may study a summary of Bill of Rights, using reading, writing and speaking skills at grade level.

At B. F. Day, teachers will:

- Recognize the learning differences, developmental milestones, and cognitive/affective characteristics of their Spectrum/advanced learners, including those from diverse cultural and linguistic backgrounds.
- Identify their related academic and social-emotional needs; design appropriate learning and performance modifications that enhance creativity, acceleration, depth and complexity in academic subject matter and specialized domains.
- Select, adapt, and use a repertoire of evidence-based instructional strategies to advance the learning of gifted and talented students.

Advanced learners may demonstrate greater maturity in some domains over others, they may be at greater risk for specific kinds of social-emotional difficulties if their needs are not met. These aspects may include heightened awareness, anxiety, perfectionism, stress, issues with peer relationships, and concerns with identity and fit. Teachers, parents, adults, and caregivers in their lives need to stay in tune with their specific child's needs, and help shape a strong framework for social-emotional health.

For more information visit:

www.seattleschools.org/advlearning

<http://www.nagc.org>

OTHER PROGRAMS

Library: Staffed by a half-time teacher-librarian, the purpose of the library program is to cultivate a love of reading and learning; whether for pleasure or knowledge, and to provide students with the skills and strategies needed to become self-reliant and critical users of information. Students visit the library every week to check out books and participate in library lessons. In addition to print materials there are 12 computer work stations for students to access online resources and gain experience using a variety of software applications. The library is also open before school most mornings for students to borrow or return books and to use library resources.

Music Program: Fourth and fifth graders may participate in instrumental band activities with lessons offered on a weekly basis. We also have a part-time music/performing arts program this year. Students will be creating and performing a song in each classroom. A school album will be produced and shared with every student.

Physical Education: The value of our physical education program is many-fold. Children learn about sharing, team play and the benefits of being physically fit. Students “learn

to move and move to learn.” Opportunities for measured success and physical conditioning are just some of the ways our physical education program benefits all students.

Family Room: The B.F. Day Family Room is a place for parents and volunteers to congregate, work, and tutor students. Guardians with small children may volunteer to help a teacher and entertain their children at the same time.

Bilingual Center: Students for whom English is a second language can chose B.F. Day, even if they do not live in our neighborhood. We are staffed with a bilingual teacher and bilingual instructional assistants. Bilingual students are served in the classroom and in small groups.

Art Program: B.F. Day has a full time art teacher who works with each classroom. There is an art walk planned for May 31st. You can see the results of the art class throughout the building.

Technology: Students visit the computer lab weekly with their class. The lab is equipped with 32 Dell Desktop computers and students are instructed by their classroom teacher. Students learn basic keyboarding skills through the program Typing Agent. The log in page for students and teachers is:
<https://seattleschools.typingagent.com/>

THE POSITIVE CHOICE SUPPORT SYSTEM

B.F. Day’s Positive Choice Support System has evolved in response to the needs of our students and staff. Weekly All School Assemblies provide a forum for special presentations by classrooms and recognition of students’ accomplishments. They also offer a way to bring consistent messages to all students and staff.

We strive to teach students how to build their school community, take responsibility for it, and improve upon it as necessary.

TOGETHER, WE MAKE GOOD THINGS HAPPEN. We find effective ways of helping students realize they are kind, loving and good people.

We believe that students and staff are here to help each other. Further, we believe that in providing a safe, caring environment with high expectations, our students will live up to those expectations.

The positive choices are highlighted beginning on page 33.

INDIVIDUAL AND WHOLE CLASS SUPPORT SYSTEMS

Teachers use a multitude of different awards and incentives to motivate students to do their best work and to act in socially responsible ways. Research shows mixed results in using traditional reward methods, so we are aiming to use incentives that are as immediate as possible and offer clear feedback to students.

“Dragon Scales” are used to recognize students that go above and beyond in some way or show improvement in a specific area of focus. Students can receive these scales on the school bus, in the hallway, cafeteria, and anywhere else on school grounds. Any staff member or adult community member can recognize students, and they offer specific feedback on why the student has earned the Dragon Scale.

Once earned, the student then turns in the scale to their homeroom teacher where it is placed on a chart along with all the others earned by students in their class. Each teacher has an incentive for when the class reaches 100 scales. These include fun activities like a popcorn party, extra recess, etc.

Classroom teachers also use incentives for expectations within their classroom. These include jars with marbles or cotton balls that the teacher can use to motivate and encourage students with positive recognition.

ON-SITE CHILD CARE

B.F. Day is fortunate to have a year-round, before-and-after-school program that is offered at a reasonable cost. The Wallingford Boys and Girls Club operate the Child Care Center at the school. The experienced staff works daily to provide a quality program designed to promote personal and educational development, citizenship and leadership, cultural enrichment, health and physical education, social recreation and outdoor/environmental education. Their weekly activities include sports, games, arts and crafts, films, and reading and leisure time.

It is the goal of the program to serve the needs of families, while addressing the special interests and concerns of their children. The focus is to ensure fun, quality, licensed programs that provide safe and positive environments. The club opens at 7:00 AM and closes at 6:00 PM

For more information, call Luke Padgett (Director) at 547-7169.

Student Expectations

Student expectations at key times/locations of the school day have been aligned with our “B.F. Day Way.” In the pages that follow, students have

clearly stated, positive expectations laid out in how they can demonstrate "We are learners, We are safe, We are kind, and We make wise choices."

Location	We are Learners	We are Safe	We are Kind	We Make Wise Choices
Hallway	<ul style="list-style-type: none"> Listen to adult directions Keep voice volume level to 0 Allow others to learn 	<ul style="list-style-type: none"> Walk quietly Face forward Keep hands and feet to self 	<ul style="list-style-type: none"> Give silent hellos to your fellow Sun Dragons 	<ul style="list-style-type: none"> Follow expectations - even when no one is watching Report any problems to an adult
Bus	<ul style="list-style-type: none"> Be on time for the bus both before and after school Know your bus number and stop Understand and follow bus safety rules 	<ul style="list-style-type: none"> Walk to and from the bus Watch for moving traffic Report problems to the driver right away Stay seated with your back against the seat and your feet on the floor 	<ul style="list-style-type: none"> Use appropriate and friendly language Respect others' feelings and property Greet driver with "hello," "thank you" and "good bye" 	<ul style="list-style-type: none"> Use quiet, indoor voices (Level 1-2) Take care of yourself and your things Keep the bus clean and take your things with you Save snacks for <u>after</u> your bus ride Pay attention and watch for your stop
Cafeteria	<ul style="list-style-type: none"> Eat first, talk later Place items in the correct recycle or trash bins Bring healthy items from home – avoid junk food Eat healthy foods first 	<ul style="list-style-type: none"> Walk in and out of the cafeteria Watch for others carrying food trays Eat only your own food Report spills to an adult right away Stay seated until you are dismissed by an adult 	<ul style="list-style-type: none"> Invite classmates to eat with you Be accepting of differences Greet kitchen manager with "hello," "thank you," and "good bye." Leave your table as clean as you found it 	<ul style="list-style-type: none"> Use quiet, indoor voices (Level 1-2) Take care of yourself and your things Clean up after yourself (check under the table) Eat all your food in the cafeteria only
Classroom	<ul style="list-style-type: none"> Come on time and prepared to work and learn Follow adult directions by actively listening Participate in activities and do your very best 	<ul style="list-style-type: none"> Keep hands, feet and objects to self Follow classroom expectations and Charter Walk always and have body awareness 	<ul style="list-style-type: none"> Use appropriate language (verbal/body) Respect others' feelings and property Look for ways to help each other 	<ul style="list-style-type: none"> Be responsible for self and actions Take care of property (self, others, school) Be a positive community member
Assembly	<ul style="list-style-type: none"> Stay focused Track the speaker Be positive 	<ul style="list-style-type: none"> Hands and feet to self Use quiet, indoor voices (Level 0-1) Follow teacher directions 	<ul style="list-style-type: none"> Allow others to hear Respect others' feelings and property Thank presenters with applause 	<ul style="list-style-type: none"> Choose a positive neighbor Ask to be reseated Take care of yourself and your things
Computer	<ul style="list-style-type: none"> Follow adult 	<ul style="list-style-type: none"> Use walking 	<ul style="list-style-type: none"> Leave your 	<ul style="list-style-type: none"> Visit approved

lab	<ul style="list-style-type: none"> directions. Keep eyes on own screen. Use Voice Level 1- Whisper! Try uour best! 	<ul style="list-style-type: none"> feet! Push in your chair. Hang up your headphones on the hook, carefully! 	<ul style="list-style-type: none"> station cleaner than how you found it! 	<ul style="list-style-type: none"> Website, only! Handle headphones gently
Restrooms	<ul style="list-style-type: none"> Use bathroom only when needed Try to use bathrooms during recess, lunch, before or after school Use inside voice (Level 0-1) 	<ul style="list-style-type: none"> Wash hands with soap and water Keep floor and walls clean 1 student per stall Walk to and from the bathroom 	<ul style="list-style-type: none"> Respect the privacy of others Use appropriate language Report any problems to an adult 	<ul style="list-style-type: none"> Flush once "Think 2" <ul style="list-style-type: none"> 2 pumps of soap 2 pushes of water 2 turns of paper towels Return to class as soon as you are done
Playground	<ul style="list-style-type: none"> Line up right after the bell/whistle Voices are off as we enter the building Ask for adults when needed 	<ul style="list-style-type: none"> Use slide as intended, feet first, one person at a time Use only school balls or equipment Hands only on bars Keep hands and feet safe unless playing approved games Use and return balls and equipment Railings are for holding while walking Follow all adult directions Leave wood chips on the ground 	<ul style="list-style-type: none"> Play fair and share Follow all school rules for games Allow others to join in Use appropriate language Show/use good sportsmanship Take turns, count to 30 on equipment when there is someone waiting Can hold hands with a friend who approves 	<ul style="list-style-type: none"> Report problems to an adult Follow the school rules for any game Dress for the weather Keep playground clean and pick up trash, even if it isn't yours Ask to use the bathroom Keep all food inside the cafeteria, not on the playground.

**B. F. Day Elementary
Hierarchy of Behaviors/Consequences**

Level 1		Level 2		Level 3	
Discipline Referral (DR) not necessary as long as student re-directs to expected and desired behavior. Level 1 behaviors typically warrant in-class management.		Behaviors that require a Discipline Referral (DR) <i>or</i> for ongoing Level 1 behaviors. Level 2 behaviors warrant parent contact by teacher or administration.		Student and DR go immediately to office for administrative intervention <i>or</i> for ongoing Level 2 behaviors. Level 3 behaviors warrant parent conference with teacher and administration.	
Level 1: Behavior	Level 1: Consequence	Level 2: Behavior	Level 2: Consequence	Level 3: Behavior	Level 3: Consequence
<p><i>play fighting/rough housing</i></p> <p><i>running in halls</i></p> <p><i>minor disruption of learning (excessive talking/blurting out)</i></p> <p><i>publicly challenging someone to do something</i></p> <p><i>making/having a pretend/toy weapon</i></p> <p><i>spitting</i></p> <p><i>bullying</i></p> <ul style="list-style-type: none"> o <i>gossiping /spreading rumors</i> o <i>mocking/mimicking</i> o <i>name-calling</i> o <i>taunting/teasing</i> o <i>excluding</i> o <i>threatening</i> 	<p><i>Nonverbal cues: proximity, eye contact, redirection gesture</i></p> <p><i>Verbal cues: redirection, reminding and/or re-teaching of expectations</i></p> <p><i>loss of privileges</i></p> <p><i>making amends</i></p> <ul style="list-style-type: none"> o <i>apology</i> o <i>repair</i> o <i>air</i> <p><i>class meeting on topic</i></p> <p><i>recommend to counselor</i></p>	<p>verbal/physical aggression towards students</p> <p>defiance/disrespect to staff</p> <p>moderate to major disruption of learning</p> <p>lying/cheating/theft</p> <p>graffiti/property damage/vandalism</p> <p>inappropriate language/profanity</p> <p>spitting on person</p> <p>bullying</p> <ul style="list-style-type: none"> o ethnic slurs o humiliating publicly o extortion o sexual harassment o pushing/kicking/hitting o repeated gossiping 	<p>loss of privileges (more severe than for Level 1)</p> <p>making amends</p> <ul style="list-style-type: none"> o repairing, cleaning, or replacing o writing report on topic o school, community service <p>recommend to 1:1 or small group intervention session(s)</p> <p>student conference with Admin</p> <p>call home</p>	<p><i>verbal/physical aggression towards staff</i></p> <p><i>fighting/inflicting harm</i></p> <p><i>ongoing harassment, intimidation, bullying</i></p> <p><i>threatening with an object used as a weapon</i></p>	<p>Student Behavior Plan</p> <p>call home/incident report signed and returned to school</p> <p>refer to 1:1 or small group intervention session(s)</p> <p>In-School Suspension (ISS)</p> <p>Out-of-School Suspension</p> <p>expulsion from school or district</p> <p>criminal behavior reported to law enforcement for further action</p>

<i>gestures</i>					
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