

All-School & Community Handbook 2020-2021

THE GARDNER SCHOOL OF ARTS & SCIENCES

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GARDNER ALL-SCHOOL & COMMUNITY HANDBOOK 2020-2021

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1. IMPORTANT NOTICES.

This All-School & Community Handbook (this "Handbook") contains important information, policies, and procedures that guide the safe, efficient, and effective operations of The Gardner School of Arts & Sciences ("Gardner School" or the "School" or "Gardner") and its educational and social-emotional programs. In some cases, complete policies and procedures will be available from the classroom teacher, the School's main office, and/or the School's website (www.gardnerschool.org). Per Washington State regulations and law, some policies and procedures for the school's Early Childhood ("EC") program will differ from policies and procedures in place for the rest of the school. EC teachers will communicate about EC policies and requirements at the beginning of the year; copies of these policies and procedures are available in the EC classrooms and the School's main office.

The School reserves the right to amend or revise this Handbook, as well as all other school policies and procedures, at any time at its own discretion or in response to changes in local, state, or federal law, requirements, or standards.

Where the word "parent" or "parents" is used in this Handbook, the reference includes all those legally responsible for the custody and/or health, welfare, and/or educational decisions for their child or children enrolled at Gardner.

This Handbook has been written in a font that adheres to recommendations for enhancing legibility for individuals with dyslexia or similar reading challenges.

2. GREETINGS FROM THE HEAD OF SCHOOL.

Welcome to the 2020-2021 School Year at Gardner. As with any school year, the journey your child will take between now and mid-June is exciting and transformational. These are years of dynamic and significant growth, development, and maturation. We are honored to be a guiding influence in their lives, and we are humbled by your trust.

Each year brings new opportunities and wonders to explore. In the times of this unprecedented global pandemic, we are committed to providing a rich and connected education, opportunities to explore our beautiful campus, and safe ways to interact and learn with peers. It's truly a time for us to find strength in one another and provide the best situation for our children during this challenging time.

I encourage you to participate fully in our school community. Gardner is a school rich with tradition. The time and energy you devote to Gardner will be well received and will enhance your entire family's experience with us.

Certainly, this Handbook cannot include all you need to know about the year ahead. Please read school communications, especially newsletters and emails from the school and your child's teachers throughout the year. Also, consult our School calendar for important events, visit the Gardner website and Facebook page on a regular basis to stay in touch with Gardner happenings, and follow our new Instagram page for photos and videos that showcase our programs and energy.

We begin this year with patience, grace, flexibility, and an open mind. What an opportunity we have to enter into the unknown, and support one another through it.

Emily Davis
Head of School

3. ABOUT THE GARDNER SCHOOL.

3.1. **MISSION.** To cultivate authentic learning through integrated experiences in a supportive community.

3.2. **VISION.** To be a leader in experiential education developing confident, compassionate, and responsible world citizens.

3.3. CORE VALUES.

3.3.1. Teaching (Ethos of the School).

3.3.1.1. Each child is held as capable, and empowered as an individual.

3.3.1.2. The focus is on teaching the whole child with a balance on meeting individual needs and developing collaborative skills.

3.3.2. Educational Outcomes. The goal is a lifelong learner with a love for learning as a process equal to the acquisition of skills and specific knowledge, imagining learning as a joyful pursuit that develops a depth of knowledge and critical, independent thinking.

3.3.3. Environment of the School.

3.3.3.1. The emphasis is on building a nurturing student community where individuals encourage and support one another, and where respect is given freely to all members.

3.3.3.2. The school is a diverse learning community where there is an understanding of the effect of one's actions on the community, on the environment, and on the self.

3.3.3.3. Our thriving school community depends on the active commitment and talents of parents.

3.3.4. Excellence in Education Practice The school program is rooted in progressive education where current research is valued as a source for program development. Curriculum is designed and fashioned to remain developmentally appropriate.

3.4. SCHOOL HISTORY.

Virginia Sewell, the School's first Head, established The Gardner School at its current location in 1995. The first year was spent creating thematic study units, instructional methodologies, and curriculum philosophy.

During the 1999-2000 school year Dr. Howard Gardner, who developed the Theory of Multiple Intelligences upon which the philosophy of the school is based, visited the school. He spoke highly of the learning that he observed, and felt that the school reflected his theories well. The Spring of 2000 served as a milestone as the first class of eighth graders graduated.

A new logo was unveiled in 2011. Emerging from the idea of the golden rectangle and the golden spiral, the logo represents both the school's place in the natural world and in the world of learning. Starting in the world of mathematics and science, the "perfect" rectangles produce a spiral that is replicated across the natural world; from a Nautilus shell to Ram's horns and from milk in coffee to the face of a sunflower. Used by the architects of the Parthenon in Greece and in the design of the violin, by Leonardo da Vinci in his art, and by great composers such as Bartok and Debussy, the logo's connection to the Fibonacci numbers represents Gardner's commitment to educating the whole child and nurturing multiple intelligences.

The golden spiral, represented as a stylized 'G', connects the individual rectangles in the same way that being a member of The Gardner community brings students and families together and leads them on a journey of learning.

4. CORE POLICIES AND STATEMENTS. Gardner is committed to a school environment that is inclusive and respectful to all.

4.1. NON-DISCRIMINATION POLICY. Gardner seeks to maintain an environment free of all forms of unlawful discrimination. Gardner does not discriminate on the basis of race, color, gender, sexual orientation including gender expression or identity, religion and national or ethnic origin, age, or disability in the administration of educational policies, employment practices or any other school-administered policies or practices.

4.2. DIVERSITY POLICY.

4.2.1. Gardner seeks to nurture a school community that honors and supports the unique contributions to society made by all people regardless of ethnic, economic, religious, and racial background, physical ability, age, gender, learning style, and sexual and gender orientation.

4.2.2. Gardner is committed to increasing diversity within its community and strives to promote inclusiveness regarding the administration of all educational policies,

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recruitment and teaching practices, scholarship and financial assistance programs, composition of the Gardner Board of Trustees (the “Board”), community development, and outreach.

4.3. ADMISSIONS AND ENROLLMENT NON-DISCRIMINATION POLICY.

Gardner admits students of any race, color, gender, sexual orientation including gender expression or identity, religion, and national or ethnic origin to all rights, privileges, programs and activities generally accorded or made available to students at the School. Gardner does not discriminate on the basis of race, color, gender, sexual orientation including gender expression or identity, religion and national or ethnic origin in the administration of educational policies, admissions policies, scholarship or financial assistance programs and other School-administered programs.

4.4. DISCRIMINATION AND HARASSMENT FREE WORKPLACE.

4.4.1. Gardner is committed to providing a work environment free of inappropriate and disrespectful behavior, intimidation, communications and other conduct directed at an individual because of their sex, including conduct that may be defined as sexual harassment. Sexual harassment and unlawful harassment, as well as harassment based on any criteria named in School policy or any other status protected by applicable law, is unacceptable. For any harassment, whether or not the offending employee meant to give offense is not significant. The policy is violated when other employees, recipients or mere observers, are in fact offended by comments or conduct which is sexual or harassing in nature.

4.4.2. This policy covers conduct that involves coworkers, colleagues, students, parents, volunteers, family members, or any third- party individual having business with the School. This policy covers conduct in the workplace and at Gardner School social and business functions.

5. NAVIGATING THE SCHOOL YEAR.

5.1. FACULTY AND STAFF.

5.1.1. Early Childhood.

5.1.1.1. Tumtum: Sarah Nitsch.

5.1.1.2. Mazama: Shara Parker assisted by Jason Kaiser.

5.1.2. Primary School.

5.1.2.1. Kalama: Deborah Simons.

5.1.2.2. Pahto: Erin White

5.1.2.3. Loowit: Cheris Owens.

5.1.2.4. Wy'East: Amelia Carter.

5.1.3. Middle School.

5.1.3.1. Klickitat & Tahoma: Shauna Danielson and Jared Renfro.

5.1.4. Specials.

5.1.4.1. Art: Jess Graff

5.1.4.2. Music: Anja Kubinieć and Jason Kaiser.

5.1.4.3. Spanish: Maria Flores and Shara Parker.

5.1.4.4. Science & Technology: Jared Renfro.

5.1.4.5. P.E./Health: Peter Pickett.

5.1.5. Assistant Teachers and Instructional Support: Jason Kaiser.

5.1.6. Extended Care: Maddy Savage

5.1.7. Administration.

5.1.7.1. Director of Business Operations: Sheila Hughes.

5.1.7.2. Assistant Head of School: Courtney Tomlinson

5.1.7.3. Head of School: Emily Davis.

5.2. EMAIL ADDRESSES. To email staff on this list, use the initial of their first name and their full surname followed by gardnerschool.org. For example, to contact Emily Davis, use edavis@gardnerschool.org.

5.3. SCHOOL HOURS.

5.3.1. Early Childhood (Tumtum & Mazama):

5.3.1.1. Tumtum.

- 5.3.1.1.1. **Two (2) day full:** 8:30 AM – 2:45 PM.
- 5.3.1.1.2. **Three (3) day full:** 8:30 AM – 2:45 PM.
- 5.3.1.1.3. **Five (5) day full:** 8:30 AM – 2:45 PM.
- 5.3.1.1.4. **Wednesday:** Wednesday 8:30 AM – 1:45 PM. School dismisses at 12:45 PM to give faculty and staff opportunities to meet and plan together, as well as for professional development.
- 5.3.1.1.5. Full day Tumtum students with siblings in Kalama through Tahoma may remain in after school care, at no charge, until 3:30 PM if they are leaving School at 3:30 PM. For all other full day Tumtum students, after school care begins at 2:45 PM.

5.3.1.2. Mazama.

- 5.3.1.2.1. **Three (3) day full:** 8:30 AM – 2:45 PM.
- 5.3.1.2.2. **Five (5) day full:** 8:30 AM – 2:45 PM.
- 5.3.1.2.3. **Wednesday:** Wednesday 8:30 AM – 12:45 PM. School dismisses at 1:45 PM to give faculty and staff opportunities to meet and plan together, as well as for professional development.
- 5.3.1.2.4. Full day Mazama students with siblings in Kalama through Tahoma may remain in after school care, at no charge, until 3:30 PM if they are leaving School at 3:30 PM. For all other full day Mazama students, after school care begins at 2:45 PM.

5.3.2. Elementary and Middle School (Kalama through Tahoma):

- 5.3.2.1. Monday, Tuesday, Thursday, and Friday: 8:30 AM – 3:30 PM.
- 5.3.2.2. **Wednesday:** Wednesday 8:30 AM – 1:45 PM. School dismisses at 1:45 PM to give faculty and staff opportunities to meet and plan together, as well as for professional development.

5.4. EXTENDED CARE.

5.4.1. Before school care is available for students in Kalama through Tahoma each school day from 7:30 AM – 8:15 AM. Before school care is not available for

students in Tumtum and Mazama. You may drop your child off in the main school building during that time. Children are not to be in their classrooms prior to 8:15 AM.

5.4.2. For students in Kalama through Tahoma after school care is available:

5.4.2.1. On Mondays, Tuesdays, Thursdays, and Fridays from 3:45 – 6:00 PM.

5.4.2.2. On Wednesdays from 2 PM until 6:00 PM.

5.4.3. For students in Tumtum and Mazama, after school care is available for students enrolled in full day classes only. However, space is limited due to Washington State regulations for Early Childhood programs. Parents interested in securing an after-school care spot for their Tumtum or Mazama student should consider purchasing an extended care contract.

5.4.4. Students on campus after 3:45 PM on Mondays, Tuesdays, Thursdays, and Fridays are considered in Extended Care. Students on campus after 2:00 PM on Wednesdays are considered in Extended Care.

5.4.5. There is a charge of \$1.00 per minute for pick-up after 6:00 PM.

5.4.6. Parents may use Extended Care on a “pay as you go” basis by paying monthly through the Business Office. Extended Care contracts are available and offer substantial savings over the course of the year. For more information or to purchase a contract, please contact the Director of Business Operation at shughes@gardnerschool.org.

5.4.7. Parents who are on campus for any purpose during extended care hours must decide if their child is to remain with the extended care provider or with the parent. If the child remains with the program, the time will be applied to the parent’s monthly extended care bill.

5.5. GUIDE TO CLASSROOM NAMES. At Gardner, a sense of "where" we are is an important part of knowing "who" we are. Classrooms share the names Pacific Northwest Native Americans gave to the area mountains. The size of the mountain corresponds with the age of students in each classroom.

5.5.1. Tumtum (Preschool) - Late Pleistocene Volcanic Dome. Tumtum Mountain, the youngest Quaternary volcano in the Washington Cascades, is a lava dome that rose along the Chelatchie Fault zone about 70,000 years ago. Tumtum Mountain is one of north Clark County’s most noticeable geologic features. The mountain was a central point in the trade route Northwest tribes traveled when doing

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business with the Hudson's Bay Company in the middle of the 19th century. According to legend, Tumtum means heart.

5.5.2. Mazama (Pre-K) - Crater Lake. The Klamath Indians of the Pacific Northwest tell a legend about a fight between two chiefs. "Llao" was the chief of the Below World and stood at Mount Mazama in Oregon. "Skell" was the chief of the Above World and stood at the summit of Mt. Shasta in Northern California. The two chiefs fought, throwing rocks and flames at each other. Llao was injured and fell into Mt. Mazama creating a huge hole. Over time that hole filled with water and is now known as Crater Lake.

5.5.3. Kalama (Kindergarten) - Eruptive period of Mt. St. Helens. Mt. St. Helens is a young mountain. It is also one of the most active volcanoes in the Cascades. The volcano has been extensively studied and its eruptive history is known with great clarity. Scientists divide the history of Mt. St. Helens into four periods. The Kalama eruptive period began in the winter or early spring of 1479-1480. Many Native American legends describe vividly the volcanic activity of the Kalama period.

5.5.4. Pahto (Kindergarten and Grade 1) - Mt Adams, Yakama name. Pahto means "standing high" in the language of the Yakama Nation. Mt. Adams is a sacred mountain for them, representing the strength of the nation through times of adversity. According to legend, the brothers of a great god came from the Great North down the Columbia River, and settled in the gorge. To settle the brother's fight for land their father shot an arrow to the south, and Wy'East travelled to his new home. He did the same to the north, and Pahto settled there.

5.5.5. Loowit (Grade 2) - Mt. St. Helens. Native cultures in the Pacific Northwest, such as the Salish and Klickitat Indians, called Mt. St. Helens "Loo-Wit Lat-kla" (fire mountain or smoking mountain). According to Indian legend, Loowit (Mt. St. Helens) was once a beautiful maiden. When two sons of the Great Spirit fell in love with her, she could not choose between them. The two braves, "Wy'East" (Mt. Hood) and "Pahto" (Mt. Adams) fought over her, throwing fiery rocks at each other and causing earthquakes. The Great Spirit was furious: he smote all three and erected a mighty mountain peak where each fell. Because Loowit was a beautiful maiden, her mountain (Mt. St. Helens) was a beautiful, symmetrical cone of dazzling white.

5.5.6. Wy'East (Grades 3 & 4) - Mt. Hood. Wy'East was one of the young braves who fought with Pahto for Loowit's love. When the Great Spirit destroyed Wy'East, he erected a strong, tall mountain that lifts its head in pride. That mountain is now known as Mt. Hood.

5.5.7. Klickitat (Grades 5 & 6) - Mt. Adams. Klickitat is the mountain that the Great Spirit erected when he felled Pahto. While Mt. Hood stands tall and proud, Klickitat (Mt. Adams), wept to see the beautiful maiden Loowit wrapped in snow, so he bends his head as he gazes on Mt. St. Helens.

5.5.8. Tahoma (Grades 7 & 8) - Mt. Rainier. Mt. Rainier holds a multi-dimensional place in American Indian tradition and belief. The Nisqually and Puyallup tribes considered Mt. Rainer a woman. She is beautiful and loving, but she is also cranky and quarrelsome, too. Different tribes called Rainier by different names, but one of the best known was “Tahoma.”

5.6. SUGGESTIONS FOR HELPING YOUR CHILD SUCCEED. Gardner students experience amazing growth over their many years at Gardner, and along the way they meet and overcome many new challenges; experience successes and failures; gain confidence in their abilities; develop new skills; enhance talents; and learn that they are capable of doing meaningful and often difficult things. The following suggestions are intended to guide our families in supporting their child’s journey:

5.6.1. Sleep, Nutrition, Exercise, and Reading.

5.6.1.1. Healthy sleep and eating habits are essential to our students’ abilities to succeed at school. Regular bedtimes and waking times promote healthy sleep habits, as does limiting or even eliminating electronics and screens in bed and approaching bedtime.

5.6.1.2. We request that parents provide a healthy variety of snack and lunch items for students, limiting or eliminating altogether junk foods and candy. For snack and lunch suggestions, please contact your classroom teacher.

5.6.1.3. Reading to children, even when they can read on their own, promotes an enjoyment of reading and helps students improve their vocabulary, fluency, intonation, and tone. It also provides a great opportunity for family togetherness and discussion of interesting topics.

5.6.1.4. Of course, outdoor time and free play are core elements of every student’s day at Gardner.

5.6.2. Staying safe during the COVID-19 Pandemic

5.6.2.1. Washing hands regularly and using hand sanitizer can greatly reduce the spread of germs.

5.6.2.2. Helping your child be comfortable wearing a face mask when out in public can reduce the risk of transmitting the COVID-19 virus.

5.6.2.3. Physically distancing oneself from others by 6 feet is a smart way to reduce transmission of the COVID-19 virus.

5.6.2.4. If your child is sick, keep them home until 72 hours after their last symptom.

5.6.3. Establish Positive Communication with Teachers. Our ability to work together for the benefit of your student depends on respectful and considerate communication. Students can learn and develop positive communication skills with support and modeling from teachers and parents. Show your students that you are in partnership with their teachers. We look forward to promoting a spirit of positive communication and cooperation among all community members.

5.6.4. Encourage Independence and Self-Responsibility.

5.6.4.1. One of our goals as parents and educators is to help students develop the study and social habits and skills they need to become balanced and capable adults. To this end, we promote independence of thought and action, even when students falter.

5.6.4.2. Naturally, we step in when challenges are overwhelming or boundaries need to be enforced, but our overall role is to help our students develop into capable and independent individuals. *We sometimes must resist the urge to step in and make things right.* Learning from mistakes is often more productive for student growth than achievement. As too is learning from natural consequences, such as forgetting something at school or home. Rest assured, at Gardner students may stumble and fall, but we always help them to get back up again!

6. SCHOOL CALENDAR AND EVENTS.

6.1. You may access the calendar on the Gardner Website.

6.2. Gardner's annual events celebrate student learning and achievement and bring our community together in ways that show our spirit and closeness. All community members and their families are welcome at our events. Events are publicized in Gardner's weekly email newsletter; our website; our Google Calendar; Gardner's Facebook page; and classroom emails.

6.3. While we love our typical in-person events, the reality is that large gatherings are not safe during the COVID-19 pandemic. We will be creative and offer events in a safer and physically distanced way.

6.4. **SPECIAL CELEBRATIONS.**

6.4.1. **Birthday Celebrations.**

6.4.1.1. Birthday celebrations are optional; many children choose not to celebrate birthdays at school. Please do not send treats to share with the class, as we will not be sharing food during the COVID-19 pandemic.

6.4.1.2. In order to ensure that birthdays are a happy time for everyone, we expect that invitations to parties will be mailed and not distributed in class unless all members of the class are invited. Children should not leave directly from Gardner to go to a party, nor are they to bring party supplies to school (presents, sleeping bags, etc.) unless all members of the class are included.

6.4.2. Holidays and Festivals. Gardner provides its students with opportunities to experience and appreciate our cultural diversity. Our school curriculum includes lessons regarding the languages, customs, histories, philosophies, religions, and celebrations of many ancient and contemporary cultures. We welcome parent and family contributions to these lessons and activities. Events must conform to the school's commitment to nondiscrimination and inclusion.

7. **PARENT ↔ SCHOOL PARTNERSHIP & COMMUNICATION.**

7.1. DECISION MAKING. At Gardner, we seek to balance the needs of children individually and collectively with the interests of our families, faculty and staff, and the school as whole. We thoughtfully consider each decision within the context of the school's mission and values, history and traditions, and aspirations.

7.2. COMMUNICATION WITH SCHOOL. Communication is an important part of our school community, and we value respectful dialogue about our school and our students.

7.3. CONCERNS. Classroom concerns should be discussed with the classroom teacher first. Most issues can be resolved effectively at this level. If the concern remains, please discuss with the Head of School. Schoolwide concerns should be brought to the attention of the Head of School. Concerns regarding illegal behavior on

the part of the Head of School should be brought to the attention of the current president of the Gardner School Board (the "Board President").

7.4. OTHER MEANS OF COMMUNICATION. Gardner also seeks information from parents in a variety of informal and formal ways, including during conferences, through surveys, and by direct contact.

7.4.1. Generally. We communicate with parents through the school website (www.gardnerschool.org), community emails, and regular classroom communications. Parents should be sure to look for information in the following sources:

7.4.1.1. Gardner Weekly - the official weekly school newsletter;

7.4.1.2. Klahowya - a school-wide digital magazine, published periodically;

7.4.1.3. The Gardner website, Facebook page, and Instagram page (updated regularly).

7.4.2. Gardner School Emergency Communication System – "GSECS." In the event of an emergency, the GSECS system will contact all members of the Gardner community. Parents are automatically entered into the system upon enrollment.

8. SCHOOL GOVERNANCE AND ASSOCIATIONS.

8.1. BOARD OF TRUSTEES.

8.1.1. The Gardner School of Arts & Sciences is a 501(c)(3) non-profit organization governed by a Board of Trustees. The Board sets the School's mission and strategic plan, establishes and oversees the annual budget and major policies, advances the school in the community and in philanthropic endeavors, and hires and evaluates the Head of School.

8.1.2. BOARD MEETINGS TYPICALLY ARE OPEN TO THE GARDNER COMMUNITY. When appropriate, the Board may meet in executive session and without public attendance. Notice of meetings is published on the school website, in the school newsletter, and Google calendar; meetings typically are held in the Farmhouse. In order to meet state guidelines related to gatherings during pandemic, meetings may be conducted electronically if necessary to comply with State or Washington or Clark County Health Department guidelines.

8.1.3. Aligned with Best Practices for Independent School Governance, the Gardner Board of Trustees is a self-perpetuating Board. Trustees, who volunteer their

- 8.1.6.1. Gretchen Grey-Hatton, Board Chair;
- 8.1.6.2. Anamaria Call, Vice Chair;
- 8.1.6.3. Kevin Fischer, Treasurer;
- 8.1.6.4. Denise Case, Secretary;
- 8.1.6.5. Ken Lader;
- 8.1.6.6. Lori Cohen;
- 8.1.6.7. David Wilhoyte;
- 8.1.6.8. Saumya Kumar.

8.2. THE PARENT TEACHER ORGANIZATION - “PTO.”

8.2.1. **Membership and Scope.** All families, faculty, and staff of Gardner are members of the Gardner PTO. The PTO seeks to support the school’s efforts to provide a comprehensive, enriching, and collaborative experience for all members of the community. The PTO provides support by raising money to sponsor school events and by volunteering throughout the year. PTO achievement can be measured in the cooperative spirit with which parents and teachers work together. All are welcome to attend the month meetings which will be announced in the newsletter.

The PTO can be reached at ptochair@gardnerschool.org.

9. PHILANTHROPY AND FUNDRAISING.

9.1. **EVENTS.** Independent schools rely on the philanthropy and generosity of their community members and supporters. Gardner sponsors fundraising activities during the year that provide valuable support to school programs. The Head of School and the Board are responsible for guiding the School’s fundraising efforts; the PTO also holds fundraisers in support of their efforts to enhance our school community. Classes may hold smaller fundraisers organized by the students in support of field trips or other special activities. Donations to the school may be made at any time either through the Gardner website’s Giving Page or by contacting the Head of School.

9.2. GALA & AUCTION.

9.2.1. The annual Gardner School Gala & Auction is the biggest party of the School year! This adults-only event features dinner, a silent auction, a live auction,

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special games and raffles, and a paddle raise. Items in the auction include student art, parent or teacher hosted events and parties, vacations, memorabilia, and other packages generously donated by local businesses and organizations. Money raised at the Gala & Auction goes directly into the school's operating fund and is a key source of revenue for the School.

9.2.2. The volunteer Auction Committee welcomes new members and seeks full community support in the procurement of items and event attendance. Each family is asked to procure at least two items for the auction and encourage their extended families and friends to attend. This is an all-hands-on-deck event that succeeds because of the hard work, creativity, and passion of our volunteers and community members.

9.2.3. The Gardner School is assessing what the Auction will look like in the COVID-19 Pandemic. It's likely that we will be getting creative and trying out smaller gatherings or virtual opportunities. We welcome your ideas and participation in helping us continue this important fundraiser for school.

9.3. VOLUNTEERING AT GARDNER.

9.3.1. Our School thrives in large part due to the commitment, passion, and talents of our volunteers. Gardner volunteers pride themselves on doing what needs to be done whenever the call goes out . . . and even when volunteers simply see a deed that needs doing! Volunteering is a great way to connect to your child's learning, your child's classmates and families, and the School as a whole.

9.3.2. Parent and family volunteers have benefited our school and campus in countless ways. Volunteers drive on many, many field trips a year and serve the PTO. The all-volunteer PTO puts on the annual Book Fair and our popular Harvest Festival! Volunteers serve on school committees, run clubs, weed in gardens, and assist in classrooms.

9.3.3. We welcome you to share your expertise, hobbies, interests, heritage and experiences with our students. To get involved in these or other activities, contact your classroom teacher, the Head of School, another staff member, or the PTO.

9.3.4. Parents or other family members wishing to volunteer with students at Gardner are required to complete a background check with the Director of Business Operations. Information and the consent waiver for this check are available on the Gardner Website.

10. FIELD TRIPS AND CLASSROOM ACTIVITIES. Experiential learning is an essential part of a Gardner education and experience. Students participate in many field trips throughout the year, as well as overnight trips beginning in Kalama and culminating in week-long excursions in Tahoma. Parent chaperones often accompany students on these trips; parents of students with health or welfare needs that may require special attention on field trips or overnight trips should contact the classroom teacher. Parents must sign required permission slips and waivers before students are allowed to go on the field trip or overnight trip. Please note that field trips and learning opportunities may be postponed, altered, or redefined in light of the pandemic.

10.1. **FIELD TRIPS.** We seek to make field trips educational, fun, and safe. To achieve these goals, teachers send home information about upcoming trips and opportunities for parents to participate. Parents should read this information carefully and return signed permission slips in a timely manner. Parents are responsible for making sure students have the proper clothing and shoes, snacks/lunches, and other items required for a trip. Parents must provide car/booster seats for children who require them. Parent volunteer drivers make most of our field trips possible! Parents who would like to drive on field trips must provide to the School's main office their driver's license, insurance, and a signed Parent Driver Expectations form available in the School's main office. Transportation of students must always adhere to state law with regards to seat belts, car/booster seats, airbags, and other safety requirements. These requirements include:

10.1.1. A child must be restrained in a child restraint system, if the passenger seating position equipped with a safety belt system allows sufficient space for installation, until the child is eight (8) years old, unless the child is four feet nine inches or taller. The child restraint system must comply with United States Department of Transportation standards and must be secured in the vehicle in accordance with instructions of the vehicle manufacturer and the child restraint system manufacturer.

10.1.2. A child who is eight (8) years of age or older or four feet nine inches (4' 9") or taller shall be properly restrained with the motor vehicle's safety belt properly adjusted and fastened around the child's body or an appropriately fitting child restraint system.

10.1.3. The driver of a vehicle transporting a child who is under thirteen years old shall transport the child in the back seat positions in the vehicle where it is practical to do so.

Teachers will review with drivers and other parent chaperones any specific details or requirements for the field trip. More information about Field Trip policy and expectations is available in the School's main office or from homeroom teachers.

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10.2. OVERNIGHT TRIPS.

10.2.1. Overnight trips involve the same safety requirements as other Field Trips, but preparing and outfitting students for these experiences is more involved. Your student's homeroom teacher will provide information about these trips. Parent chaperones are welcome on these trips except in Tahoma, where students experience these trips with faculty and staff only. Parents who must accompany students due to specific health or welfare needs should speak to their homeroom teacher about these needs.

10.2.2. Students enrolled at Gardner are expected to attend these trips. Teachers expertly prepare students well in advance for these trips. We ask that parents join us in helping their child(ren) feel confident and secure about being away from home. Please note that overnight field trips may be postponed, altered, or redefined in light of the pandemic.

10.3. CLASSROOM ACTIVITIES AND CELEBRATION OF LEARNING.

10.3.1. Parents are encouraged and welcomed to attend many classroom and school activities throughout the year. At these activities, students can "publish" their work to an audience, an essential element of a multiple intelligences education because it requires students to consider audience and the elements of a finished quality product. Students also benefit greatly from the positive reaction of parents, family, and other members of our community. It instills them with pride and confidence in their learning and abilities.

10.3.2. We do our best to schedule these activities at times where parents have opportunities to attend despite their other obligations and time constraints. Please understand that as an elementary school program, many of our events are held during the school day. We make all effort to provide advanced notice so that parents can arrange to miss work if necessary. The School Calendar lists major events and indicates those that parents tend "never to miss." Please note that these events and activities may be postponed, altered, or redefined in light of the pandemic.

11. ASSESSING AND REPORTING STUDENT PROGRESS.

11.1. We provide a rich educational experience at Gardner – one that is varied, individualized, broad, and balanced. Assessments reflect this experience. At Gardner, assessment is an education tool rather than an end unto itself. Faculty strive to clarify

expectations with each student and to structure challenging and relevant assessment experiences that offer opportunities to demonstrate learning and progress as well as identifying areas for improvement.

11.2. Whole school assessment weeks occur at the beginning and the end of the school year. During this time, teachers conduct reading and writing assessments and class-based assessments in numeracy. In the Middle School, students are exposed to a variety of assessments, including traditional tests, essays and other forms of writing, student-driven projects to prepare them for high school, and other future educational pursuits.

11.3. **CONFERENCES.** Conferences allow teachers and parents to review and discuss a student's strengths, progress toward achievement, mastery of skills, and strategies for improvement. Teachers and parents also may discuss the student's motivation, attitudes toward learning, special interests, and social-emotional development. The first conference is a goal-setting conference. Goals are based on initial assessments, observations and parent/student input where applicable. Parents leave the first conference with the first version of the student's Gardner Path.

11.4. **PROGRESS REPORTS.** Progress reports may contain both summative and formative assessment. Teachers evaluate students as to their learning progress toward benchmarks in school curriculum. Students are assessed as Developing, Emerging, or Proficient in the benchmarks. In addition to these summative assessments, narrative formative assessments provide a detailed picture of the progress and challenges of each student. Progress reports also reflect a student's social-emotional growth and learning skills and habits.

12. SCHOOL POLICIES AND PROCEDURES.

12.1. ATTENDANCE POLICY.

12.1.1. As a school, Gardner bears responsibility for knowing the whereabouts of its students when school is in session. Classrooms open at 8:15 AM and classroom opening meetings begin promptly at 8:30 AM. Attendance is by homeroom teachers, who are responsible for noting tardies and early dismissals. When necessary, the Director of Business Operations will update records. Please contact the Director of Business Operations if you have questions about your student's attendance records.

12.1.2. If your student is going to be late or absent, please contact the School's main office (rather than the teacher) no later than 8:30 AM either by calling the main office at (360) 574-5752 or emailing ctomlinson@gardnerschool.org. After this

time, the main office will call parents to confirm the child's absence. Students who arrive after 8:40 AM **MUST** check into the main office before going to class.

12.1.3. If your student must depart Gardner **prior to dismissal**, please notify both the teacher and the School's main office ahead of time. When you arrive on campus to pick up your child(ren) for early dismissal, go to the main office to check them out rather than go directly to the classroom. So as not to disrupt classroom teaching or other staff responsibilities, we cannot be responsible for having students at-the-ready for when parents arrive. Please give yourself plenty of time to pick up your student and arrive where you need to go on time.

12.1.4. Consistent attendance and arrival to school on time are essential to a student's learning and progress; as such, it is a requirement of attending The Gardner School. Whenever possible, please arrange for routine medical and dental appointments, lessons, and other special activities to take place outside of school hours. Please inform the classroom teacher well in advance when there will be a **planned absence**. Students are expected to complete missed work in a timely manner. Please understand that teachers may not always be expected to compensate for a student's absences on their own time, especially where absenteeism is excessive.

12.1.5. In this spirit, please plan **family vacations** during school vacations. When vacations encroach into classroom time, your student's learning is affected. If the need arises where a student will be absent from school, please arrange in advance with your child's teacher for the completion of missed work and notify the Head of School.

12.2. **DISMISSAL ROUTINE.**

12.2.1. **Release to Adults.**

12.2.1.1. Students in Tumtum and Mazama are dismissed from the classroom to a parent or designated pick-up person.

12.2.1.2. All other students are dismissed outside by the homeroom teacher directly to a parent or designated pick-up person. No child is dismissed unless visual contact is confirmed.

12.2.2. **Extended Care.** For students in Tumtum and Mazama, please refer to Section 5.4 of this Handbook for availability of after school care. For students in Kalama through Tahoma:

12.2.2.1. Mondays, Tuesdays, Thursdays, and Fridays: The Extended Care teacher will ring the bell at 3:45 PM. At 3:45 PM, any students not

dismissed will be signed into Extended Care; students will line up and be signed into Extended Care.

12.2.2.2. Wednesdays: The Extended Care teacher will ring the bell at 2 PM. At that time, any students not dismissed will be signed into Extended Care; students will line up and be signed into Extended Care.

12.3. STUDENT RECORDS AND PRIVACY.

12.3.1. Gardner takes the privacy and confidentiality of student educational, health, and other personal records and information extremely seriously. Teachers receive training annually in best practices and legal requirements with regards to student records and privacy. Student records are kept in the office and contain both formal and informal documents relating to the academic and social progress of each student. Parents who wish to review the contents of their child's records may do so in the company of the Head of School or his/her designee.

12.3.2. Student records will be made available only to the student's legal parents or guardians. If a parent requests that student educational records or information be shared with a third-party, including health-care providers, the parent will be asked to complete a record-release/waiver of confidentiality form. Additionally, student records may be released in accord with a legal process or court order.

12.4. PHOTOS AND MEDIA.

12.4.1. Gardner may use a student's photograph, video image, and/or voice recording to be used in school print and digital publications and communications, school marketing and promotional materials and publications, the school website, Facebook, or Instagram. Photos of your student may be used in the following ways:

12.4.1.1. Classroom communications/news from your teachers (internal to your classroom families);

12.4.1.2. Weekly newsletter (email/archived on web);

12.4.1.3. *Klahowya* (digital/archived on web);

12.4.1.4. Gardnerschool.org website;

12.4.1.5. Gardner's auction website (digital/archived on web);

12.4.1.6. Gardner School Facebook and Instagram page;

12.4.1.7. Gardner School admissions brochures & advertisements (print/email); and

12.4.1.8. In the case that we have news media covering an event on our campus or a field trip, your child's photo or video may be used.

12.4.2. In such use, the School does not identify the student by full name without express permission from the parent(s) or guardian(s). Gardner has no control over and is not responsible for how others use images they obtain from school publications, the school's website, or the school's social media platforms. Other than the school yearbook, student names are not typically included with photos. However, news/media may request to use your student's name with their photos or video.

12.4.3. **Parents/Guardians who do not wish their student's photograph, video image, and/or voice recording to be used by the School must specify in writing where it should not be used.** Such notice will not apply to publications produced or in production prior to the date of revocation. Gardner reserves the right to use student photographs or other images for things like the publication of a school yearbook and the student ID system.

12.4.4. If you have any questions about the use of your student's photo and/or name, please contact the Assistant Head of School at ctomlinson@gardnerschool.org.

12.5. TOBACCO, ALCOHOL, DRUGS, AND WEAPONS.

12.5.1. Gardner is a non-smoking campus. No one may use tobacco, E-cigarette, or tobacco like products on campus or at School events or functions off-campus. Alcohol may not be consumed on campus or at off-campus events except at events with the prior approval of the Head of School. Recreational drugs, legal or otherwise, may not be used on campus or at off-campus events.

12.5.2. No weapons of any kind, real or replica, will be allowed on the School premises. Gardner adheres to the definition of weapons contained in the State of Washington Administrative Code. The only exception to this policy is where the weapon or a facsimile of a weapon is used for educational or another approved use with the prior consent of the Head of School.

12.6. **STUDENT APPEARANCE.** While Gardner does not have a defined dress code, student appearance and dress are expected to be comfortable for the individual, appropriate to the task, and respectful of the learning environment. While we respect our students' need to express themselves as individuals, clothing or other accessories

or adornments that express ideas inconsistent with Gardner's Non-Discrimination and Diversity Policies are not allowed. Families, including non-Gardner siblings of students, are expected to adhere to these standards of appearance. Students may not be in the building or on campus barefoot; and a student may not be permitted to play on the playground or participate in P.E. or other outdoor activities if faculty or staff determine that the student's footwear is not appropriate for safe play.

12.7. STUDENT COMPUTER AND NETWORK USE. As students mature through Gardner's program, they begin to use school computers and the school's WiFi and other networks. The following policies govern and guide this use. Some policies are required to ensure School compliance with applicable state and federal law.

12.7.1. Ownership of School Issued Accounts and Computers. All School-issued accounts, including login credentials to cloud-based services, computers or tablet devices, and the school's WiFi network remain the sole property of Gardner and are subject to monitoring by faculty and staff. Monitoring may include, but is not limited to, scanning for malicious software, blocking access to unsafe websites or applications, or cloning the contents for backup purposes. Students are not allowed to install any application on a school-owned account or device that would prevent the school from carrying out these activities.

12.7.2. Use of Computers and the School's WiFi Network.

12.7.2.1. Computers, other portable electronic devices, and the school's WiFi network may only be used for schoolwork rather than social media or streaming movies or other video, including during lunch and recess. This applies both to School-owned as well as student-owned computers or portable electronic devices that have been brought onto campus. Students should never take a School-issued laptop off campus or between buildings without express permission from a teacher or staff member.

12.7.2.2. While middle school students are permitted to carry personal devices, such as a cell phone, they must be switched off during the school day unless a faculty or staff member has explicitly authorized their use. At all times, students must follow classroom rules for use of personal devices. Improper use of cell phones, including during recess and lunch times, may result in the confiscation of the phone until the end of the school day. Repeated violations may result in the student having to check in the phone to the Head of School at each morning.

12.7.2.3. The School does not assume responsibility or liability for the loss or damage of students' personal electronic devices, including cell phones.

12.7.3. **Installation of Applications.** A standard set of applications is installed on every school-owned computer. Students who require access to a specialized application to complete their coursework should make their needs known to a faculty or staff member. Some special application requests may not be accommodated due to limitations in school equipment.

12.7.4. **Reasonable Accommodation.** Students who require a cell phone or other device for medical, educational, or other welfare issues should speak with the classroom teacher. Gardner will respect reasonable requests for accommodations.

12.7.5. **Storage of Assignments & Privacy.** Files stored on School-owned computers or portable electronic devices and/or school-owned cloud-based storage, even when in password-protected student accounts, may be periodically scanned for viruses or other threats and may be inspected for copyright or licensing violations. Files may be moved or archived depending on the needs of the school to maintain its information technology infrastructure. Archived student work will be maintained on school storage for one year following a student's graduation or departure from Gardner, after which time the school will delete archived documents and other files.

12.7.6. **Copyright Compliance.** Students agree to comply with all applicable copyright laws as well as all applicable software licensing agreements while using computers or portable electronic devices on the Gardner campus. Illegitimate applications installed on School-owned computers or portable electronic devices will be removed immediately. Any computer or portable electronic device personally owned by a student that violates this policy or in any way interferes with the operation of the School information technology infrastructure will be blocked from connecting to the School network.

13. STUDENT AND COMMUNITY CULTURE. Gardner's community is made up of teachers, staff members, students, parents, family members, volunteers, and special guests. While our community is diverse and rich, we are bound together by our commitment to Gardner and the welfare of our students. Our success as a school and community depends on the strength of our collaboration, cooperation, and compassion with one another. All students and community members are expected to behave in ways that demonstrate respect for others and the school environment, and that are in accordance with school rules. Consideration for others and personal responsibility comprise the essential values that underlie these standards of conduct. These

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standards are summarized by these three tenets of positive community conduct and participation:

●Be Safe ● Be Kind ● Act Responsibly

In support of these essential tenets, Gardner follows the following behavior and conduct policies:

13.1. BEHAVIOR AND CONDUCT.

13.1.1. All students and community members are expected to be responsible citizens of Gardner and to act in accordance with the School's mission statement, core values, and behavior guidelines and expectations. We expect all members of our community to treat each other with respect. We celebrate the diversity of our community and focus on individual strengths. Community members are asked to use conflict resolution skills when sorting through differences.

13.1.2. Gardner promotes an instructional approach when dealing with behavior inconsistent with our values and standards. Conflicts are inevitable and often are a necessary part of our students' development and maturation. We view misunderstandings and less-than-preferred behavior as opportunities to help students learn effective strategies for conflict resolution, self-management, and interpersonal communication. Teachers deal with issues in a timely manner that is both developmentally and individually appropriate. Corporal punishment is not used at Gardner.

13.1.3. Where a student's behavior does not improve or where such behavior significantly interferes with the School's educational and social mission, the teacher and/or Head of School will request a conference with the parents to discuss ways to help the student better manage his or her conduct. In certain situations, the School may ask the family to seek additional intervention and support from outside the School.

13.1.4. Where despite these efforts a student does not seem to be able to comport himself/herself in accordance with School values and guidelines, the student's ability to continue at Gardner will be reviewed by the Head of School. As a result of this review, a student may be placed on **probation**, whereby specific conditions for continuing at Gardner will be set, or **dismissal**, where a student may be required to leave the School.

13.1.5. In some cases of significant threat to student safety or the welfare of the teacher, class, or school, a student may be immediately dismissed from Gardner at the discretion of the Head of School without prior disciplinary action or conditions.

13.1.6. Teachers and staff receive annual training in matters of sexual harassment and other forms of harassing or threatening conduct and behavior, whether between students, students and teachers/staff, or adult to adult. Mindful of the developing maturation with regards to our students' understanding of sexuality, identity, and diversity, Gardner looks to deal first with behavior inconsistent with these standards among students as learning opportunities. Nevertheless, persistent or egregious behavior of this nature will be treated accordingly by the School, which may include **probation or dismissal** at the discretion of the Head of School.

13.2. **SCHOOL PROPERTY AND EQUIPMENT.**

13.2.1. Students are expected to treat School property and equipment in a safe and respectful manner. As students mature through our program, our expectations for respectful and appropriate behavior increase. Teachers will review with students the proper use and treatment of school property and equipment. Where student behavior is inconsistent with these expectations, students may meet with the Head of School to review these expectations.

13.2.2. In some cases, the School may require parents to bear the cost of repairing or replacing School property or equipment in the event of loss or damage caused by their child's behavior, accidental or otherwise. This includes damage or loss to school computers, audio/visual equipment, musical instruments, and cameras. Parents are required to sign an acknowledgement of this responsibility at the beginning of the year; middle school students also sign a similar acknowledgment.

13.3. **PARENT - SCHOOL RELATIONSHIPS.**

13.3.1. Gardner expects that parents and family members, including siblings who do not attend Gardner, will adhere to our expectations regarding responsible and polite conduct expected of members of a close, compassionate school community. This requires that family members communicate and act in a courteous, respectful manner with teachers, staff, students, other family members, volunteers, and guests of the School.

13.3.2. Where parent or family behavior is inconsistent with these expectations, the Head of School may meet with the parents to discuss opportunities to improve relations. In some situations, it may be necessary to set conditions with regards to parent communications or interactions with members of our community, or to their

enjoyment of the School campus and its facilities. At the Head of School's discretion, anyone may be dismissed from the School immediately or at the end of the term or school year

13.3.3. This policy applies within **social media or other digital spaces**, where we request that community members respect the privacy and dignity of others in their posts and comments. Where despite these efforts and conditions a student's family member cannot support school expectations, values, or guidelines, at the Head of School's discretion, the family may be asked to leave the School immediately or at the end of the term or school year.

13.3.4. These guidelines also apply to conduct that is abusive, harassing, or violent, including matters of sexual harassment or behavior inconsistent with Gardner's commitment to equal opportunity and non-discrimination. Parent or other family member behavior inconsistent with these standards may result in immediate dismissal from the school at the discretion of the Head of School.

13.3.5. Parents who have questions or concerns about another community member's conduct, including that of students, teachers or staff members, should contact the Head of School. Please be mindful of the special need for discretion and civility deserved of an educational and community setting, especially with regards to conduct and behavior of other children.

13.3.6. Where a student is dismissed from Gardner whether due to the student's, parent's, or other family member's conduct, the school is not obligated to refund tuition or to release a parent from his/her obligation to pay tuition.

13.4. **TEACHER & STAFF MEMBER CONDUCT.** All Gardner employees are bound by the terms of the Employee Handbook, the Policies and Procedures Handbook (Employees), other school policy handbooks, and applicable Washington State and federal law. These standards and expectations are reviewed annually, and teachers/staff receive legally mandated and other essential training. Gardner also respects the rights of its employees to a safe, secure, and respectful work environment and their rights to the sound enjoyment of their profession. Parents who have questions or concerns about these standards and expectations should contact the Head of School.

14. HEALTH & SAFETY. The health, welfare, and safety of our students, faculty and staff, and all community members are priorities at Gardner. The following guidelines and information are meant to provide an overview of our health and safety measures. Additional information is available in the School's main office and from your child's homeroom teachers. The School's Safety Committee meets four times a year to review

health and safety procedures and policies and to make recommendations to the Head of School. If you have questions or concerns regarding these important objectives, especially in regards to the COVID-19 pandemic, please contact the Head of School.

14.1. **PARKING LOT - GUIDELINES AND MAP.** Please help keep our students and community members safe by following these important rules when driving or walking in our parking lot:

14.1.1. Drive slowly at all times and with caution.

14.1.2. Walk only on crosswalks and pathways, not across the parking lot.

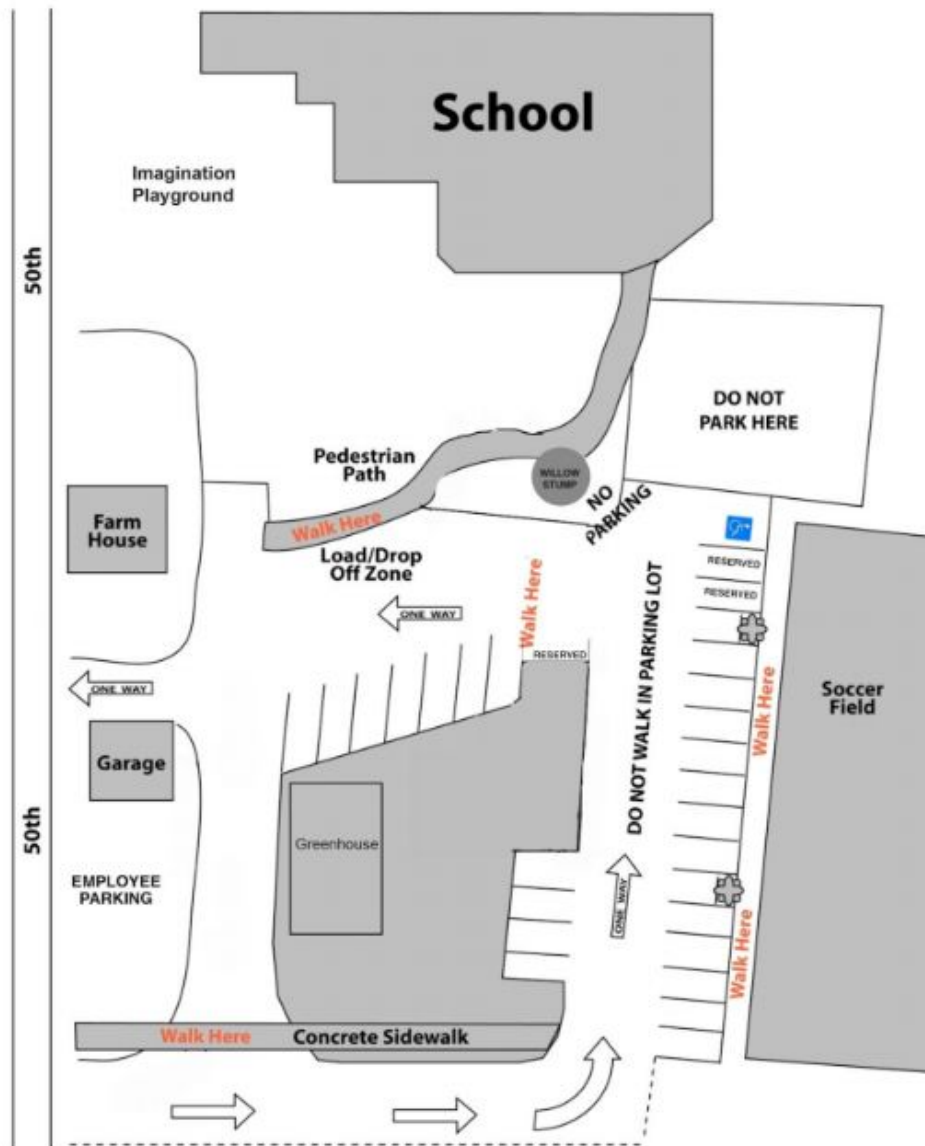
14.1.3. Please review parking lot behavior with your children and always walk with them on the pathway rather than on the parking lot.

14.1.4. Do not leave an unattended vehicle in the load/drop-off zone during drop-off and pick-up; when you are waiting in this zone to pick-up a child, please help us maintain a healthy environment by not letting your car idle.

14.1.5. Never drive or park beyond the yellow line that divides the parking lot from the basketball play area.

14.1.6. Always be alert for children, especially during busy play area times such as drop-off, pick-up, and after school during Extended Care. Watch for balls and other play items that might go into the parking lot during recess.

We appreciate your assistance for the safety of our students, staff, and community. **The following map shows the proper flow of traffic and pedestrians on campus:**



14.2. HEALTH, WELFARE & MEDICATION POLICY.

14.2.1. A Medication Policy detailing the health and safety practices of the School is accessible to faculty, staff, and parents. It is available in the School's main office. The School also maintains an injury and accident log, and in some cases teachers or staff are required to complete an accident report. Teachers and staff receive cardiopulmonary resuscitation (CPR) and first aid training, as well as blood borne pathogen training.

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14.2.2. While most accidents and injuries to students may be treated safely and appropriately by staff, in some cases the School will contact parents to either provide information or to request the student be picked up.

14.2.3. In the event of an accident, trauma, or injury to a student's head, the school will first evaluate whether emergency services should be contacted. If the School determines that emergency response services are not required, the School's concussion protocol requires the parent to come to campus to evaluate the students and perhaps take the student home. Upon the student's return to School, the School requires notice from the student's parent or guardian as to the student's condition and/or any necessary modifications to the student's activities.

14.2.4. In the event of a concussion, the student will be excused from physical activity or other activities that involve potentially dangerous tools or materials until the school receives notice from a health care professional (who is the student's parent or relative) that it is safe for the student to resume such activities.

14.2.5. Pursuant to Washington State law, Gardner staff may not dispense prescription or over-the-counter/non-prescription medications or supplements without the express written permission of the parent(s) as well as a form signed by the student's health care provider. This form is provided to parents at the beginning of the year.

14.3. EMERGENCY MEDICAL CARE POLICY.

14.3.1. Gardner adheres to relevant state law with regards to student health and welfare, including the dispensation of prescription and over-the-counter medications. Parents and legal guardians must complete and sign required medical and emergency care forms prior to the first day of school. This includes a separate form for those students who may require emergency/life-saving treatment due to allergies or other severe medical conditions. Per Washington State law, some health forms must be signed by a licensed health-care provider.

14.3.2. In the event of a medical emergency or injury, the School reserves the right to contact emergency services, who then may determine the student requires transportation to a local hospital for treatment. Parents are solely liable for costs associated with these emergency services.

14.4. STUDENT ILLNESSES.

14.4.1. Children with any of the following symptoms are not permitted to attend or remain at school:

14.4.1.1. Fever of at least one hundred degrees Fahrenheit (100° F) as read under arm (auxiliary temperature; as measured by digital thermometer) accompanied by one or more of the following:

14.4.1.1.1. cough;

14.4.1.1.2. diarrhea or vomiting;

14.4.1.1.3. earache;

14.4.1.1.4. headache;

14.4.1.1.5. signs of irritability or confusion;

14.4.1.1.6. sore throat;

14.4.1.1.7. rash; or

14.4.1.1.8. fatigue that limits participation in daily activities.

14.4.1.2. Vomiting: two (2) or more occasions within the past twenty-four (24) hours.

14.4.1.3. Diarrhea: three (3) or more watery stools within the past twenty-four (24) hours or any bloody stool.

14.4.1.4. Rash, especially with fever or itching.

14.4.1.5. Eye discharge or conjunctivitis (pinkeye) until clear or until completion of twenty-four (24) hours of antibiotic treatment.

14.4.1.6. Sick appearance, not feeling well, and/or not able to keep up with program activities.

14.4.1.7. Open or oozing sores, unless properly covered and twenty-four (24) hours has passed since starting antibiotic treatment if antibiotic treatment is necessary.

14.4.2. Children with any of the above symptoms/conditions are separated from the group and cared for in the office until the parent/guardian or emergency contact picks up the child. In the event of a student's possible exposure to a communicable disease or condition (other than the common cold) we notify parents and guardians via email or phone regarding their child's exposure and provide them with information about that virus or condition. Individual child confidentiality is maintained to

the best of our ability depending on the circumstances, with the school providing information to staff and teachers on a need-to-know basis.

14.4.3. Children may return to school when they no longer have any of the above symptoms and/or Public Health exclusion guidelines for schooling are met. Please note that there are new guidelines in our COVID-19 Policies and Procedures. Student participation in after-school activities or events is subject to these same guidelines.

14.4.4. In order to keep track of contagious illnesses (other than the common cold), an Illness Log is kept. Each entry includes the child's name, classroom, and type of illness. This is located in the School's main office. We maintain confidentiality of this log by keeping it in a locked filing cabinet.

14.4.5. Staff members follow the same exclusion criteria as children.

14.5. **IMMUNIZATIONS.** A Washington State Certificate of Immunization Status (CIS) is required for all students. **Please complete and return to the School Office on or before the first day of school.** Students may attend school without an immunization if the parent/guardian completes a Certificate of Exemption (COE) from School, Child Care, and Preschool Immunization Requirements. Washington State does not permit exemptions based on personal objections for Mumps, Measles, Rubella (MMR) vaccine. Information about immunization requirements and immunization forms are found on the Gardner website's Community>Parents page.

14.6. **SUNSCREEN POLICY.** *Washington State Sunscreen Law for K-8*

14.6.1. All medications (OTC or prescribed) housed in the office or classroom, and/or administered by staff, require a completed medication form and physician's signature.

14.6.2. Sunscreen, cough drops, and lip balm do not require paperwork if the child is able to apply the item themselves *and* follow rules to not share these items with classmates. In such instances, students may possess these items in their backpacks or cubbies and use as appropriate.

14.6.3. If a parent requests that a staff person apply or administer sunscreen, cough drops, chap stick for a child, we request a completed form signed by a medical doctor or health care provider be submitted and on file with the School.

14.7. **CLASSROOM PETS AND CRITTERS.** In some classrooms, birds, reptiles, fish, and other creatures may be housed for educational reasons. Gardner follows acceptable standards for the safe and humane keeping and handling of these

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classroom pets and critters. Students may not handle animals, reptiles, or other creatures except under the supervision of Gardner staff and then must follow classroom procedures for handwashing and other hygiene measures.

14.8. NATURAL HAZARDS ON CAMPUS. Our campus is located in a rural location that features natural wetlands. As such, our students may be exposed to bees, hornets, yellow jackets, mosquitoes, ticks, and other potential natural hazards reasonably common to a natural environment. Gardner also maintains a beehive in the Mazama classroom. Parents should contact their homeroom teacher and the School's main office if these natural elements require special considerations regarding their child(ren)'s health and welfare, including supplying the school with necessary emergency response medications or other equipment.

15. EMERGENCY PREPAREDNESS AND PROCEDURE. Gardner takes great care in ensuring our community's safety and security in the event of emergency situations. The following guidelines and information provide an overview of our emergency preparedness measures. Additional information is available in the School's main office and from your child's homeroom teacher. The school's Safety Committee meets four times a year to review emergency preparedness procedures and policies and to make recommendations to the Head of School. If you have questions or concerns regarding these important objectives, please contact the Head of School.

15.1. INCLEMENT WEATHER AND SCHOOL CLOSURES.

15.1.1. The Gardner School may make the decision to move to remote learning for the safety of our community in the COVID-19 pandemic. The Gardner School will continually monitor illnesses in our school community and Clark County. We will follow all Washington State guidelines in our decision making process and move to our remote learning program when the Department of Health indicates we need to.

15.1.2. In the Vancouver/Portland Metro Area, the decision to close school due to inclement weather can be particularly challenging. This is especially so at Gardner because families live in diverse areas where weather conditions may vary greatly. Our first priority in these decisions is the safe travel of our families and staff. We also evaluate conditions on campus walkways and the parking lot, as well as the likelihood of worsening conditions over the course of the day that may impede the ability of students and staff to return home safely. Our response to any upcoming inclement weather will be announced by 6:45 AM. Announcements will occur via:

15.1.2.1. the Gardner School Emergency Communication System ("GSECS");

15.1.2.2. an email from the Gardner School.

15.1.3. In most cases, the decision to close School or start late will mirror the decision taken by the Vancouver School District. In certain circumstances, when the Vancouver School District is open, the Head of School may still find it difficult or dangerous for families and staff to get to Gardner. In those cases, the Head of School's decision may differ from the Vancouver School District so it is important to check to see what the School's course of action will be. Consequently, it is important that families always check Gardner communications about closures.

15.1.4. Even when School is open, parents should make their own decision regarding the safety of traveling to and then from school. If School remains open but you choose to keep your child(ren) home, contact the School's main office to let us know.

15.2. GENERAL EMERGENCY PREPAREDNESS GUIDELINES.

15.2.1. Routes of exit are posted in each room in all buildings. Emergency response drills happen throughout the year, and the school practices their procedures.

15.3. **DISASTER PREPAREDNESS.** A Disaster Action Plan is reviewed annually and is available from the School's main office. This plan documents a School-wide response to a variety of natural disasters. Evacuation routes are posted in all learning areas and a log is kept in the School's main office.

15.4. **GARDNER SCHOOL EMERGENCY COMMUNICATION SYSTEM.** GSECS is used in the event of an emergency. This system will send an email, text message and voicemail to all members of the Gardner community. Parents are automatically entered into the system upon enrollment.

15.5. SCHOOL EVACUATION - PICK-UP LOCATION.

15.5.1. In the event of a school evacuation, the first alternative location for parents to pick-up their children is the Smith-Root facility to the north of Gardner's campus. If this location is not suitable, students will be taken to a safe location on the Washington State University-Vancouver (WSU-V) campus. If emergency personnel recommend an alternative location, notice will be provided to families.

15.5.2. Parents will be notified about evacuation and pick-up locations via the GSECS. In the event of a campus evacuation, parents should not come to campus as the location may not be safe and so as not to interfere with any emergency response personnel on site.

15.6. EMERGENCY CONTACT INFORMATION.

15.6.1. Parents must provide and keep current emergency contact information for their child(ren). This information is collected at the beginning of each school year; thereafter, parents should contact the School's main office with changes.

15.6.2. Parents should also provide an out-of-town contact name and phone number, preferably east of the metro area or in Oregon.

16. ODDS AND ENDS

16.1. **DOGS ON CAMPUS.** Dogs are on campus with permission from the Head of School. Dogs must be on leash at all times. Service animals must be leashed at all times.

16.1.1. Under the ADA, a service animal is defined as a dog that has been individually trained to do work or perform tasks for an individual with a disability. The task(s) performed by the dog must be directly related to the person's disability.

16.1.2. The dog must be trained to take a specific action when needed to assist the person with a disability. For example, a person with diabetes may have a dog that is trained to alert him when his blood sugar reaches high or low levels. A person with depression may have a dog that is trained to remind her to take her medication. Or, a person who has epilepsy may have a dog that is trained to detect the onset of a seizure and then help the person remain safe during the seizure.

16.2. **USE OF SCHOOL CAMPUS AND FACILITIES.** The use of School grounds by families is encouraged and welcomed. Use of the School's grounds and facilities is at your own risk during non-school hours. Special use of School facilities for private events may be made by contacting the Head of School. In such cases, families may be required to provide event insurance.

16.3. **LOST & FOUND.** Clearly labeling your child's belongings using a permanent marker enables the faculty and staff to return lost items. We recommend that students not bring precious or valuable personal items to School. We encourage you to peruse the lost & found bin in the Main Building lobby. Unclaimed items will be donated to charity or discarded at key times throughout the year and after the last day of school.