

# John Muir Family Handbook 2023-24



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Office Hours: 7:30 a.m.-3:30 p.m.

Regular Student Day: 7:55 a.m.-2:25 p.m.

Wednesday early release 1:10 p.m.

- Waxaad imaan kartaan qolka 12 (Room 12) malin kaste oo jimca ah inta u dhaxeeysa 2:25-2:55 pm hadii aad u baahantahay turjumaan si aad u fahantid warsidaha (newsletter) ama warqadaha kale oo iskoolka ka socda
- Mời quý vị hãy đến phòng 12 vào thứ Sáu vào khoảng từ 2:25-2:55 pm trưa nếu quý vị cần trợ giúp thông dịch bằng thông tin hoặc các tài liệu đã gửi về nhà từ trường học của con em quý vị.
- Si usted quisiera traducción de esta carta (u otros documentos de la escuela), por favor vengan al salón 12 los viernes entre 2:25-2:55 pm.
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# John Muir Elementary 2023-24 Daily Schedule

7:40 a.m.     **Students arrive** on school grounds **no earlier** than 7:40. There is no adult supervision prior to 7:40.

**Breakfast Program** (Lunchroom)

7:55 a.m.     **First Bell** (Teachers on duty)

8 a.m.        **Tardy Bell**

11:05-11:25   **K/1 Recess**

11:25-11:45   **K/1 Lunch**

11:35-11:55   **2/3 Recess**

11:55-12:15   **2/3 Lunch**

12-12:20      **4/5 Recess**

12:20-12:40   **4/5 Lunch**

2:15 p.m.     **Kindergarten Dismissed**

2:25 p.m.     **Students Dismissed**

*Wednesday only: Students dismissed at 1:10 p.m. and Kindergarten at 1 p.m.*

At John Muir Elementary, our goal is to provide a learning environment in which each child develops a positive self-concept and productive relationships with others. To achieve this, we follow The John Muir Way, part of our Positive Behavior Interventions and Support (PBIS) program. PBIS allows us the opportunity to provide a consistent and fair behavior plan focused on teaching students expected behaviors in school. When students know behavior expectations and feel safe, they achieve at a higher level.

# The John Muir Way

We take care of ourselves.

We take care of each other.

We take care of our school.

*We believe a great reward comes with the ongoing general acknowledgement and recognition of appropriate behavior by parents and staff.*

Take Care Of	Hallways	Playground	Lunchroom	Bus Room	Bathrooms	Assemblies	Office
<b>Ourselves</b>	Keep hands and feet to self Keep eyes forward Go directly there	Line up quickly and safely Solve problems with kind words	Use indoor voice Stay seated and face forward Eat <u>your</u> food	Keep hands and feet to self Be seated at your bus table	Finish quickly, wash hands, return to class Hands and feet to self	Sit on your bottom Stay quiet	Stay seated
<b>Each other</b>	Walk single file Stay quiet Use a silent wave	Include everyone Play by the rules Share problems with an orange vest	Walk slowly Wait to be dismissed	Stay in line behind teacher Walk in a slow line to your bus	Use an indoor voice	Keep eyes on the speaker Keep your body to yourself	Wait quietly Speak respectfully
<b>Our School</b>	Walk in line on right, quiet and polite - with a pass	At bell: <u>Stop</u> playing, <u>drop</u> ball, <u>go</u> line up	Compost and recycle Clean up	Stay in seat until dismissed	Keep the bathroom clean	Follow directions	Use the nurse's restroom

## Positive Behavior Recognition

We take care of ourselves.

We take care of each other.

We take care of our school.

### Individual Recognition

When a child demonstrates any of the John Muir *Three Behavior Expectations* they may receive a special individual Yellow Star Award.

### Class and Group Recognition

A group or class may receive a Blue Star Award to acknowledge any of the John Muir *Three Behavior Goals* demonstrated by its members. Classes may receive recognition from their teachers for these awards.

### Assemblies

Assemblies will be held periodically to reflect our school SEL themes for the year set by student leadership and the PBIS team.

## RULER

We will be continuing our work with RULER during this school year. RULER is rooted in emotional intelligence theory and research to help both children and adults. We will be working with students to develop the five key RULER skills:

- **Recognize** emotions to obtain valuable information about themselves and their environment
- **Understand** the causes and consequences of emotions to predict behavior
- **Label** emotions to describe feeling precisely
- **Express** emotions to communicate effectively and in socially appropriate ways
- **Regulate** emotions to promote learning and personal growth, including healthy relationships.

## WaBloc

John Muir has a goal of becoming a Restorative School Community. This goal requires John Muir to move away from exclusion and punishment as a means of discipline. Instead, we will invest in relationships and commit to working together to problem-solve and repair relationships when harm occurs. We will be partnering with the community-based organization, WA-BLOC, to begin establishing school-wide restorative practices. Restorative practices aim to build relationships proactively by identifying shared values and agreements for how we want to treat ourselves, each other, the community, and the earth. By focusing on building and strengthening relationships, John Muir will be more equipped to address harm holistically when it occurs. This school year, WA-BLOC will be supporting staff with creating a consistent routine for community building in their classrooms so students feel more connected to their school community and can experience a joyful and celebratory learning environment.

- For a definition of Restorative Justice, visit <https://www.amplifyrj.com/what-is-restorative-justice>
- To learn more about Restorative Practices in Seattle Public Schools,
- visit <https://www.seattleschools.org/departments/restorative-practices-program/>
- To learn more about WA-BLOC, visit <https://www.wa-bloc.org/>

# John Muir Student Guidelines

The following guidelines summarize the safety requirements necessary to keep our school and playground a safe and healthy environment for children, parents, and staff.

## Before School

- Children arrive at school no earlier than 7:40 am, when playground supervision begins.
- Children enter through the playground gates and remain there or the lunchroom until 7:55.
- Children move to their designated class lineup space on playground (no free play in a.m.)
- Children eating breakfast may enter from the back cafeteria door connected to the playground. They return to the playground when finished.
- When the bell rings at 7:55 teachers escort their classes into the building.

Students may enter the building before 7:55 if they have:

- A before-school pass issued by a teacher or staff member
- A parent or other adult family member accompanying them (enter through front door)

## After School

- When the bell rings at 2:25 pm, staff escort children out of the building.
- Children boarding buses are picked up by a staff member and taken to the bus loop.
- ARC children and After School Clubs go directly to the covered play area to meet their sponsor.
- Students who walk home must have a walkers pass and will exit the main entrance and walk directly home.
- When the 2:35 bell rings, the playground becomes public and late pick-up students are escorted into the building by their teacher.

Children may remain in the building after school only when:

- They participate in an after school sanctioned activity (participation requires parental approval).
- They remain in the classroom only with the teacher's permission. The teacher notifies the parent and office if the child stays beyond 2:25.

## Food/Celebrations/Parties

Since healthy eating and active living are a foundation for learning, John Muir Elementary permits healthier foods provided at the following events.

- **Birthdays/Holidays:** A child's birthday comes only once a year, so it's understandable how special it is for a family. At school we have birthdays every day with potentially an endless supply of frosted cupcakes and sweet drinks. Celebrating birthdays and holidays like Valentine's Day in this manner is expensive for families, time-consuming for classrooms, and not as healthy as our environment could be. Parents bringing balloons and presents into the classroom interrupts instruction for the entire class. For these reasons, **sugary treats, balloons, presents and family visits into the classroom for birthday and holiday celebrations are not allowed.** Healthy treats include: pretzels, yogurt, string cheese, fruit, low salt popcorn etc.
- **Classroom Snacks:** Because of the large number of students with life threatening nut allergies, snacks with peanuts and/or tree nuts are unsafe and not allowed.
- **Lunch:** Big Bags of chips larger than one serving size or approximately one ounce will not be allowed at lunch. Please pre-portion any chips being sent to school with your student. Teacher's schedules do not allow for heating food, and microwaves are not available for heating lunches.

## Student Possessions

School District policy forbids weapons and other dangerous objects on school grounds. Unless the staff provides the student with written permission to do otherwise, **the following items must remain at home:**

- Trading Cards
- Candy
- Games
- Gum
- Toys
- Electronic devices
- Heelys (sneakers with wheels)
- Personal sports equipment (skate shoes, balls, ropes, bats, etc.)

Should a child bring any of the above to school the teacher will hold onto the item, and the parent will arrange with the teacher for the item's return. Parents also arrange for the return of accepted items (jewelry, watches, pens, pencils, etc.) used inappropriately by the student. Children bringing special items to school for authorized activities (projects, show & tell, etc.) must keep them in their backpacks where they remain until used in the classroom. Children keep any item received at school (e.g., awards) in backpacks until they arrive home. Staff determines the appropriateness of any item.

- **Cell Phones and Smart watches:** Students may bring cell phones to school but **they must remain off and in their backpack during school hours.**

## Playground Guidelines

All games are played for fun and to practice good sportsmanship. The emphasis is not on winning or losing but on having fun, being a good sport and making friends. Game rules may be different from community-organized programs. School game rules will be taught during PE classes or by classroom teachers. The Playground Supervisors are the final judge in playground rule disputes. The following **expectations** are designed to help students practice responsible, positive behavior:

- Stay outdoors unless you get a pass from an adult to enter the building.
- Solve problems peacefully and seek help if needed. Share problems with person in safety vest.
- Use language appropriate for the school environment.
- Keep games open to all students.
- No food on the playground.
- Play in areas where staff can see you.
- Stay off fences and railings.
- Remain in the playground area. Staff will retrieve balls that go over fences or out in the street.
- Leave wood chips and gravel on the ground.
- Unsafe (prohibited) activities include tackle football, chasing, and "play" fighting.

## Possible Consequences for Infractions on the Playground:

- Verbal reminder
- Positive practice
- Guided use of the Wheel of Choice
- Reflective Recess
- Restorative Circle
- Time-out
- Office referral
- Games may be suspended for a period of time at the discretion of the principal, assistant principal or playground staff.

## Hallway/Stairway Expectations

- Walk in single file on the right, and remain quiet and polite.
- Leave the classroom, playground, or lunchroom unsupervised only with a pass.

## Lunchroom Procedures

### Breakfast:

- Students enter the lunchroom between 7:40 and 7:50 through the playground door.
- Bus riders eat breakfast as soon as they arrive, even if it is after the 7:55 bell rings.
- Eat breakfast before lining up outdoors to avoid missing breakfast.
- When finished eating, return to the playground.
- Breakfast will not be served after the 7:55am bell.

### Lunch:

- Escorted by their teacher, the classes arrive at their assigned time and sit at their assigned table until dismissed by the lunchroom staff.
- While in the lunchroom, children remain seated and use quiet voices.
- When finished eating, wait for lunchroom supervisors to ask you to:
  - Recycle, compost food and throw away trash from the table and floor.
  - Return trays or lunchboxes to the designated area.
  - Clean table.
  - Go outdoors.

**Unless provided with a pass**, children exit to the playground when dismissed.

When the adult supervisor asks for attention, the children:

- Stop talking and moving.
- Look at the speaker.
- Listen to the information and follow any directions given.

## Bus Procedures

**Arrivals** - When arriving at school, children go directly to the playground or the lunchroom. Only those with passes may go directly into the building.

- At 7:40, bus riders who eat breakfast go directly to the lunchroom through the playground door. They return to the playground when finished.

**On the Bus** - All Seattle School District transportation rules and procedures apply to John Muir students. The Transportation Department distributes these to parents at the beginning of the school year.

## Definitions of Disciplinary Consequences

Safety, courtesy, and respect for others are the foundations of a positive school environment. We believe that all children can learn and practice behaviors that promote safety, courtesy and respect for others. Staff members teach conflict resolution, anger management, and other social skills that help children develop positive relationships with their peers. Reminders and reinforcements occur as needed. If a child is unsafe or acting in a manner that infringes on the rights of others, the staff implements disciplinary actions. The severity of the behavior determines the action taken. In the case of physical aggression against oneself or others, immediate removal of the child occurs with automatic parental/guardian contact by the school. The possibility of suspension exists coupled with consequences designed for behavioral change.



- Calming Corners: The child goes to a predetermined area in the classroom, lunchroom, or playground for a short period. This gives the child a calming down period or Meta Moment, as well as a chance to think about their actions and possible alternatives.
- Buddy Room: The child goes to another classroom for an extended period. They take work for completion or uses the Buddy Room Folder to facilitate calming down and -using the Mood Meter- identifying how they are feeling, why they are feeling that way and what they can do to make sure to have a good day going forward. This gives the child a longer calming down period as well as a chance to think about their actions and the positive alternatives.
- Behavior Contract: The child dictates or writes how they are feeling and why, what they did, and explains their behavior choice and their plans for future appropriate actions.
- Blueprint: The child dictates or writes what happened, how they are feeling, how the other person is feeling, what caused both their feelings, how they both expressed and regulated their feelings and what they could have done to handle the situation better.
- Restorative Circle: The child is guided through a restorative process with peers/staff when there has been conflict or harm. Everyone has equal opportunity to speak and be listened to. The goal is to understand why conflict happened and how it impacted others.
- Restitution Alternatives: The child makes restitution in a variety of ways, including: Cleaning, replacing, or repairing any damaged items, making up lost learning time during recess, issuing an apology to those affected, etc. by finding a way to positively contribute to the school community.
- Reflective Recess: The child reports to the counselor, Assistant Principal or Principal during recess and uses this time to reflect on their actions and possible alternatives. Activities could include talking with an adult about the situation, writing an apology note, or problem solving with another student supervised by an adult.
- In-School Suspension: The child spends the day in a classroom other than their own. They completes assigned schoolwork and work on positive behavior for the future.
- Out-of-School Suspension: The child stays home and completes school assignments there. A mandatory conference between the child, parent/guardian, teacher, and the Principal or Assistant Principal occurs before the child returns to school. Suspensions become a part of a student's permanent record. Parents who disagree with the decision for suspension may file an appeal with the district.

## John Muir Anti-Bullying Policy

We believe that having a **school community where your child feels safe and respected, regardless of race, religion, gender, immigration status, language, sexual orientation, political view, social economic standing, or ability, is an important foundation to their academic success.** John Muir is committed to advancing inclusion and belonging for all of our families. We stand against all forms of intolerance, bullying, and harassment. Our school defines *bullying* as follows:

**Bullying is unfair and one sided. It happens when someone keeps hurting, frightening, threatening, or leaving someone out on purpose.**

Examples of bullying include:

- Hurting someone physically by hitting, kicking, tripping, pushing, etc.
- Stealing or damaging another person's things.
- Ganging up on someone.
- Teasing someone in a hurtful way.
- Using put-downs, such as insulting someone's race or making fun of someone for being a boy or a girl.

- Touching or showing private body parts.
- Spreading rumors about someone.
- Leaving someone out on purpose or trying to get other kids not to play with them.

John Muir staff will do the following things to prevent bullying and help children feel safe at school:

- Closely supervise student in all areas of the school and playground.
- Watch for signs of bullying and stop it when it happens.
- Respond quickly and sensitively to bullying reports.
- Take seriously parents' concerns about bullying.
- Look into all reported incidents.
- Assign consequences based on the school discipline code.
- Provide immediate consequences for retaliation against students who report bullying.

Students at our school will do the following things to prevent bullying:

- Treat each other respectfully.
- Recognize, Refuse and Report bullying to a staff member.
- Recognize when bullying occurs.
- Refuse to bully others.
- Refuse to let others be bullied.
- Refuse to watch, laugh, or join in when someone is being bullied.
- Try to include everyone in play, especially those who are often left out.
- Report bullying to an adult.

## **Inclusive Dress Policy**

At the July 10, 2019 regular board meeting, the Seattle School Board voted to adopt a districtwide student dress policy for the first time. With the creation of this policy, unnecessary subjective views of appropriate school attire have been eliminated, instead supporting school staff in focusing their time and efforts on educating students. Historically in Seattle Public Schools, dress codes have been developed and implemented by each individual school, creating a risk of confusion, inconsistency, and disproportionate and unnecessary enforcement against female-identifying students. Thanks to the many students and families who shared their voices and experiences with dress codes and policies, and to the Superintendent's Student Advisory Board who spent the year providing feedback to research and refine the policy language, Board Policy 3224 was developed in collaboration with students and parents, school staff, and the Seattle Council PTSA, and is aligned to core values that emphasize students' rights to be treated equitably. The district's core values related to student dress that serve as the foundation for the rules in the policy are as follows:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming;
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity;
- Students and staff are responsible for managing their personal distractions; and
- Students should not face unnecessary barriers to school attendance.

## **Universal Dress Code**

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)

- Bottom (pants, shorts, skirt, dress, etc.)
- Footwear

As detailed in the policy, students may not wear attire that intentionally shows private parts, presents a health or safety hazard, and/or would contribute to a hostile or intimidating school environment. The emphasis of this policy is on equitable treatment of students and regulation of student dress must be free from bias. Students will no longer be disciplined or removed from class as a consequence for their attire, and staff will use reasonable efforts to avoid shaming students in front of other students. Student attire enforcement will not create disparities in class time or increase marginalization of any group. No student shall be referred to as a “distraction” due to their attire.

Seattle Public Schools is committed to eliminating opportunity gaps to ensure access and provide excellence in education for every student.