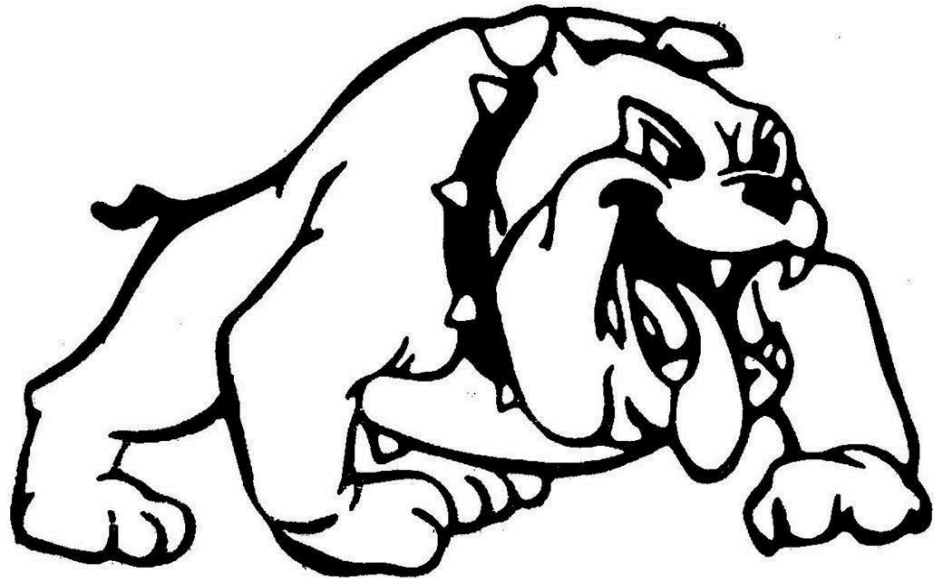


McDermoth Elementary



Student/Parent Handbook

2025-2026

When put to the test, we always give our BULLDOG BEST!

School Phone Number: 360-538-2120

Our Amazing Staff:

| Position | Name | E-mail Address |
|------------------------|----------------------------|--|
| Kindergarten | Ms. Lyles | ilyles@asd5.org |
| Kindergarten | Mrs. Pfeiffer | tpfeiffer@asd5.org |
| 1 st | Ms. Bell | mbelltaylor@asd5.org |
| 1 st | Ms. George | kgeorge@asd5.org |
| 1 st | Mrs. Richie | r-richie@asd5.org |
| 2 nd | Mrs. Fleming | f-fleming@asd5.org |
| 2 nd | Ms. Morrison | Jmorrison@asd5.org |
| 2 nd | Ms. Whalen | twhalen@asd5.org |
| 3 rd | Mrs. Talevich | jtalevich@asd5.org |
| 3 rd | Mrs. Templeton | e-templeton@asd5.org |
| 3 rd | Mr. Tracey | ktracey@asd5.org |
| 4 th | Mrs. Larsen | alarsen@asd5.org |
| 4 th | Mrs. Hatton/Mrs. Berentsen | d-hatton@asd5.org |
| | | hberentsen@asd5.org |
| 5 th | Ms. Black | sblack@asd5.org |
| 5 th | Mr. Anderson | manderson@asd5.org |
| SPED | Mrs. Skorzewski | dskorzewski@asd5.org |
| SPED | Liz Simms | lsimms@asd5.org |
| EL | Mrs. Lewis | amlewis@asd5.org |
| MTSS | Mrs. Melville | amelville@asd5.org |
| PE-District coach | Mr. King | bking@asd5.org |
| Counselor | Mrs. Miner | tminer@asd5.org |
| Nurse | Janis Steele | jsteele@asd5.org |
| Student/Family Support | Ms. Barragan | vbarragan@asd5.org |
| Library/Tech Support | Mrs. Floch | jfloch@asd5.org |
| Before School Program | Mrs. Floch/Ms. Barragan | jfloch@asd5.org |
| Paraeducator | Mr. Greer | m-greer@asd5.org |
| Paraeducator | Ms. Mezzulo | mmezzulo@asd5.org |
| SPED Para | Ms. Bienapfl | cbienapfl@asd5.org |
| SPED Para | Mrs. Sarah | spendergrass@asd5.org |
| SPED Para | Ms. Chrisit | ccampbell@asd5.org |
| SPED Para | Ms. Cathy | caajohnson@asd5.org |
| SPED Para | Ms. Eileen | mchristensen@asd5.org |
| MTSS Assistant | Ms. Butcher | lbutcher@asd5.org |
| MTSS Assistant | Mrs. Stanton | pstanton@asd5.org |
| MTSS Assistant | Mr. Jordan | rjordan@asd5.org |
| Custodian | Mr. Lawrence | jlawrence@asd5.org |
| Custodian | Mr. Kaufman | tkaufman@asd5.org |
| Kitchen | Mrs. To | eto@asd5.org |
| Kitchen | Mrs. Daniels | kdaniels@asd5.org |
| Kitchen | Ms. Peterson | apeterson@asd5.org |
| Office Coordinator | Ms. Trader | htrader@asd5.org |
| Principal | Ms. Hammill | mhammill@asd5.org |

School District Office Number: 360-538-2000

School Board

The Aberdeen School District Board of Directors is made up of 5 at-large representatives elected from the citizens who reside within the school district boundaries. A current listing of the Board of Directors

can be found on the internet at www.asd5.org or by calling the Aberdeen School District office at 538-2000. The board represents the people of the school district. Board members welcome comments and questions from the public. The Board of Directors meets the first and third Tuesdays of each month during the school year at 5:00 PM at Aberdeen High School. A copy of the meeting schedule can be obtained from the district office and on the district website.

A Message from the Principal

Dear Parents/Guardians,

Welcome back to the 2024/2025 school year!

Last year was an amazing year. We saw huge academic gains with students focused on their own growth. McDermoth implemented Playworks on the playground and we saw an increase in student engagement and a decrease in referrals from the playground.

Last year we focused on increasing our overall attendance. We saw a slight improvement. This year we will continue to focus on student attendance and really look forward to celebrating each milestone for our kids. Students will be recognized for several benchmarks along the way to recognize those kids who are putting in the work and attending every day. McDermoth Elementary has been sponsored by our local Wal Mart and La Vogue to provide bicycles and helmets to our top attending students...

This year, your child could be one of them!

ATTENDANCE: What does good attendance mean?

Your student arrives at school on time @ 9:10 a.m.

Staying the entire day

Leaving when school is dismissed @ 3:10 p.m.

Missing 2 days or LESS each month for a total of 18 days or less missed for the entire school year-this is 90% attendance!

Chronic absenteeism can impact students' reading ability and prevent them from reading proficiently by grade 3. If students experience chronic absenteeism by grade 6 the research indicates that they are at a 60% higher risk of dropping out of school before completion. Without a diploma kids are at a much higher risk of falling below the poverty line as adults.

We want to partner with you to get students to school every single day!

Thank you for your amazing support of McDermoth

McDermoth Bulldogs are FIERCE

Focused

Individuals who are

Eager learners

Respectful and responsible

Creating safe space where

Everyone belongs

When put to the test, we always do our BULLDOG best!

Please read through the expectations of this handbook with your child. Please sign the affirmation slip on page 19 and return it to your child's teacher by **September 7, 2024**.

Ms. Mindi Hammill
Principal
mhammill@asd5.org

McDermoth Goals this year

- All Students attend 90% (miss less than 18 school days) of the school year
- All students will achieve 100% will participate in Project Based Learning opportunities

REGULAR ATTENDANCE

- On time arrival by 9:10
- Dismissal with the bell at 3:10
- attend the full day of class

Exceptions

- If you schedule appointments first thing in the morning and bring your child directly to school or check out at the very end of the day to have a late appointment (Must submit a doctor's note for exception).
- Student is checked out for the period of the appointment and returned back to school the same day with a doctor's note

McDermoth Spotlight Assembly Schedule for the 2024-2025 School Year

| Assembly Dates & Times | Character Trait | Bulldog best award | Teacher's Choice |
|--|------------------------|---------------------------|-------------------------|
| Tuesday September 24th 9:30 | Self Discipline | When put to the test | Outstanding student |
| Tuesday October 29th 9:30 | Respect | When put to the test | Outstanding student |
| Tuesday, November 26th 9:30 | Responsibility | When put to the test | Outstanding student |
| Tuesday, January 28th | Determination/ Grit | When put to the test | Outstanding student |

| | | | |
|--|----------------------|-------------------------|------------------------|
| 9:30 | | | |
| Tuesday, February 25th 9:30 | Kindness/ Empathy | When put to the test | Outstanding student |
| Tuesday, March 25th 9:30 | Cooperation | When put to the test | Outstanding student |
| Tuesday, April 29th 9:30 | Trustworthiness | When put to the test | Outstanding student |
| Tuesday, May 27th 9:30 | Dependability | When put to the test | Outstanding student |

Important Dates

| | |
|------------------------------------|---|
| August 26 | Open House 5:30-6:30 |
| August 28 | 1st day of school |
| September 2 | No school Labor Day |
| September 25 | Early Release 1:10 |
| October 23 | Early Release 1:10 |
| October 25-Nov 1 | Parent conferences Release 11:50 AM |
| November 11 | NO SCHOOL Veterans day |
| November 27-29 | NO SCHOOL Thanksgiving |
| December 4 | Early Release 1:10 |
| December 20 | Early release |
| December 20-January 3 NO SCHOOL | NO SCHOOL Winter break |

| | |
|---|--|
| January 8 | Early Release 1:10 |
| January 20 | NO SCHOOL MLK Jr day |
| February 5 | Early Release 1:10 |
| February 17 | NO SCHOOL Presidents day |
| February 18 | NO SCHOOL Teacher learning day |
| March 5 | Early Release 1:10 |
| March 21 | Weather Makeup Day, if needed |
| March 22/25/26/27/28 & 29 | Early Release 11:50 Spring Parent Conferences |
| April 1-5 | NO SCHOOL Spring Break |
| April 10 | Early Release 1:10 |
| April 22-26 | Outdoor School |
| May 15 | Early Release 1:10 |
| May 24 | Weather Makeup Day, if needed |
| May 26 | NO SCHOOL Memorial Day |
| May 30 | Carnival 5:30-7:30 |
| June | Kinder Moving up |
| June 10 | 5th grade moving up |
| June 11 | Last day of school/early release 11:50 am |
| Dates and activities will continue to be updated! | |

General Information and School Policies

Early Release Days

All K-5 students are dismissed at **11:50** on Early Release Days. There are no after school activities on Early Release Days. The 11:50 Early Release Days are: October 25, 28, 29, 30, and 31, 2023; November 1, 2024; December 20, 2024; March 28 & 31 April 1, 2, 3 & 4 2025; June 11, 2025.

Collaboration Early Release Days

There are 8 scheduled Early Release days for Staff Collaboration. Dismissal time for these dates is **1:10 PM**. The dates are: September 25, October 23, December 4, January 8, February 5, March 5, April 16, and May 14th.

Before School Program

Before school program will run from September 30-May

School Safety and Drills

1. In the event of a tsunami, students may be moved to L St. Park (four blocks up the hill from the school). Office personnel will only dismiss students to their parents or parent designee (per the information in our student information files). All students leaving school during the school day must be signed out.
2. The Aberdeen School District is committed to being proactive when it comes to your child's safety. The District has chosen the ALICE model (Alert, Lockdown, Inform, Counter, Evacuate) to train staff and students how to handle the threat of an aggressive intruder. Our school will conduct I LOVE YOU GUYS drills throughout the school year.
3. Our students will practice fire, lockdown, medical emergency, tsunami, and other emergency drills and will learn how to evacuate our school safely.

FOOD at McDermoth

Breakfast and Lunch

Thanks to an option in the National School Lunch and School Breakfast Programs called the Community Eligibility Provision (CEP), **all** students enrolled at McDermoth Elementary will receive breakfast and lunch at **free of charge!** *Any extra items such as an extra entrée or milk will be an additional cost.* No further action is required of families to receive free meals, however families **MUST** complete and return the Free/Reduced Meal forms to support school funding.

Breakfast will be a Grab and Go meal that will be eaten in the classroom as part of the Breakfast after the Bell Program. Lunch will be in the classroom by grade level groupings.

Healthy Food Initiative

We are promoting healthy food options for students to eat at school. Please do not send your child with hot chips, hot cheetos, soda or energy drinks. These will not be consumed at school.

Treats at School

The health and nutrition of our students is one of our primary concerns. We have numerous children and adults who suffer from various allergies; some are life threatening. In addition, our district has adopted a policy to limit the number of non-nutritional snacks offered at school. Many classrooms have limited the types of treats that may be served at their parties during the school year due to allergies and dietary restrictions. When a treat is permissible, please remember, all treats to be distributed at school must be

commercially made and fruit must be cut and processed in a commercial kitchen. **We can not distribute home baked goods or home cut fruits due to potential infectious diseases. *Please contact your child's teacher 24-hours in advance to plan for birthday treats in the classroom.***

Birthday Parties/Invitations/Items to be Sold

Invitations to after school or weekend birthday parties are not to be distributed at school. Please be aware that items to be sold by students at school for non-school fundraisers are not permitted.

ATTENDING MCDERMOTH

Students Late to School

It is important that students make every effort to be on time to school. Teachers begin with critical instruction at the start of the school day. It is an interruption in the school program when students arrive late to class. Students who are tardy may be required to make up time during recesses on the day that they are tardy. Students will either work on missed assignments or read. In the event students are late coming to school, they need to check in at the office. Medical, counseling and court appointments do not count as tardy, but all other late arrivals do count as tardy regardless if the parent has excused the child or not.

Picking Up Students After School

If you pick up your student after school, please make arrangements to meet him/her outside near the 4th street fence. As you know, McDermoth Elementary is located in the middle of a residential area and we therefore face some difficulties with traffic/parking. Students not picked up on time will wait in the office, Students who are chronically picked up late (after 3:15) or parents cannot be reached, the school reserves the right to notify Child Protective Services and/or the police. Please help us by discussing safety with your students during arrival and dismissal from school.

Parking at McDermoth

Parking is at a minimum at McDermoth. **If you are dropping off, do not exit your vehicle in a travel lane, loading/unloading zone, bus parking zone, or non-parking area. **DO NOT ENTER THE BUS ZONE IN YOUR VEHICLE**** The problems this creates could endanger students who are attempting to cross the street. Aberdeen School District reserves the right to issue a citation with the City of Aberdeen.

School Records Update

Please provide our office with your correct and up-to-date contact information. We need to know where you can be reached during the school day in case of emergencies while your child is in school. We appreciate you keeping us informed so that we can better serve you.

Skyward update

Aberdeen school district provides families access to skyward to regularly update family information. This includes address, phone numbers, and email addresses. Please update this information by the end of the first week of school

Insurance

Our school district offers an optional student insurance plan. We will send home information on this plan soon after school starts. If you do not have insurance for your child, we urge you to review this policy.

Use of the Telephone

Our school phone is for business and emergencies only. Before coming to school, students need to make arrangements about where they are to go after school and what activities they are going to attend. We do not allow students to use school phones to arrange after school activities.

Cell Phones/watches and Other Electronic Devices

We understand that cell phones have become an integral part of our society and that many

parents feel safer knowing that their children have a way to contact their parents in the event of an emergency. Cell phones and smart watches can be a major disruption while on campus & while students are under school supervision. Students may have cell phones or smart watch at school, but they must be turned off and kept in a backpack while on campus. (This includes while the student is on the bus or waiting for the bus etc...) **Students will not take photos of other students on school campus, on the bus, or in the bus lines. Students will not be allowed to call or text anybody from their phone or smart watch during school hours, including parents.** If students must contact a parent or guardian, they must do so using the classroom or office phone. The school assumes no responsibility if cell phones or other electronic devices are lost, stolen or damaged.

If students violate these rules with a cell phone or smart watch or other smart device, the following steps will be taken:

- On the first incident, the phone will be confiscated for the day, and then returned to the student at the end of the school day.
- On the second incident, the phone will be confiscated, and may only be returned directly to the parent or guardian.
- On the third incident, the phone will be confiscated. Admin, parent and the student will agree to an option to either leave the phone at home, or give it to Office Staff each morning and pick it up at the end of the day.

If cell phones are used in conjunction with other offenses (i.e. bullying, harassment, etc.), other consequences will apply in addition to confiscation.

The school assumes no responsibility if cell phones or other electronic devices are lost, stolen or damaged.

Messages to Students from Home

While we are able to deliver messages from you to your child during the school day, please be aware of the fact that any messages called in or left on our school voice mail may not reach your child before school ends. Please ensure all after-school arrangements with your child are made and communicated before sending them to school in the morning.

Student Absences

Attendance is a critical building block for student learning. If students are not present, they cannot engage in learning. Attendance is a leading indicator of equity that signals when students might need additional support and areas for system and school improvement.

Please call the school each morning before 9:00 AM if your child will be absent. The school will contact parents of students who do not call.. **Students who are absent may not participate in any school-sponsored activities on the day of their absence. On occasions, there are exceptions to this policy, exceptions to this policy must be cleared in advance with the principal.**

Regular attendance at school is critical to a student's overall success. **Absences are generally considered excessive when the student is gone for more than 10% of the school days within one year (18 days).** Excessive absences can result in the school sending attendance letters; coordinating school and family attendance conferences; and the requirement of filing a truancy petition with the court. An emphasis will be made during the coming school year to limit absences to no more than 10%. If you would like more information regarding the state requirements for attendance, please contact McDermoth office at (360)538-2120

Washington State Attendance & Truancy Legal Requirements:

RCW 28A.225.005: Beginning of school year ~ Information letter to all students and parents that includes the benefits of regular school attendance; the effects of absenteeism, excused and unexcused, on academic achievement and graduation; the school's expectations regarding attendance; the resources

available to assist the child and the parents; the responsibilities of the school; and the consequences of truancy; communicated in a language in which the parents are fluent.

RCW 28A.225.020: After 1 unexcused absence ~ Inform the student's parent/guardian by notice in writing or by telephone, in a language the parent is fluent, whenever the student has failed to attend school after one unexcused absence.

RCW 28A.225.020: After 3 unexcused absences within any month ~ Schedule conference with parent/guardian and student for the purpose of identifying barriers to the student's regular attendance and the supports and resources that may be made available to the family and the steps to be taken to support the student to attend.

RCW 28A.225.020: Between 2 and 7 unexcused cumulative absences in a school year ~ Take data-informed steps to eliminate or reduce student's absences.

RCW 28A.225.018: After 5 excused absences within any month or 10 cumulative excused absences in a school year ~ Schedule conference with the parent of an elementary student and the child for the purpose of identifying barriers to attendance and supports/resources available to assist the family. If the student has an individualized education program (IEP) or 504 Plan, the IEP or 504 team must convene.

RCW 28A.225.030: Not later than the 7th unexcused absence in a month ~ District shall do one of the following: • Enter into an agreement with the student and parent establishing attendance requirements, OR • Refer student to a Community Engagement Board (CEB), OR • File petition under subsection (1) of RCW 28A.225.030

RCW 28A.225.035: After 7 unexcused absences in a month and not later than 15 cumulative unexcused absences in a school year ~ File truancy petition with Juvenile Court. Court stay petition.

McDermoth Goal this year is for ALL STUDENTS to miss fewer than 18 school days or attend at least 90% of the school year! Partnership with parents and students will help us succeed in this goal!

Medicines

A parent and physician must complete "Permission to Administer Medication at School" forms if your child is to take medication of any type, including over-the-counter medications such as Tylenol or Claritin-D, during school hours. All medication (including over-the-counter medication) must be in its original container and completed forms must be turned into the office with the medication form. School staff will supervise the administration of the medication to your child. Copies of the required form may be picked up in the office. Please do not send your child to school with any medication (such as aspirin, cough syrup, etc.). Parents must personally drop off any medication in the office.

Illness

If your child is feeling unwell, they must follow standard school procedures.

- Go to the nurse
- Assessed by the nurse or staff for a fever or vomiting and
- Protocol is followed- student is given a rest and returns to class if they do not meet the homebound guidelines **or**
- Parents are notified for student pick up
If a student calls home from a smart device indicating he/she is not feeling well the student will be subject to the cell phone misuse policy.

Communicable Diseases/Parasites

Please notify the school if your child should contract a communicable disease, such as; head lice, fifth's disease, measles, MRSA, or chicken pox. If your child attends school with head lice, he/she may be sent home. A notice is sent home with the student explaining the situation and how the child may return to school. The students in a class with a student with head lice will also be notified so the parents can be

looking for signs of head lice on their child. Head lice are a common problem that can be kept in check if the school and parents work together cooperatively. Students who are sent home for head lice need to come to school with their parent and be checked before going to class. If a student with a returning lice case has nits, he/she will be sent home.

McDermoth Parent/Teacher Organization

WE NEED YOU!! COME BE A PART OF OUR PTO!

PTO meets monthly in the school library (dates will be added to our ongoing calendar)
The PTO plans special events for McDermoth Elementary school and organizes fundraisers to fund those events.

All are welcome, get involved and support your school!

Student Government ASB

A group of students will serve as the McDermoth Student Council (ASB). These students meet and decide on special events for our school.

Visitors

ALL visitors must check into the office and sign in immediately upon entering the school. Visitors will be permitted on a limited basis for school wide events only in the common areas, or meetings. Parents may not enter classrooms or areas with students unless it is pre-planned. For more specific events individuals will be considered volunteers. Please see volunteer guidelines below.

Volunteers

Volunteers are needed for both long- and short-term projects. If you would like to volunteer your time or plan to spend time on campus, please contact the school office. School volunteers must complete a Washington State Patrol background check and sign a confidentiality contract prior to beginning to help or entering school spaces. Volunteer forms must be completed and updated every school year. Information and forms are available in the school office.

Special Programs

McDermoth offers programs for students who need special assistance in their learning. To qualify for assistance, students must be referred for testing and meet state standards determined through individualized testing administered by a school psychologist. We also have an Multi-Tiered System of Support (MTSS), which offers assistance to students who are not performing up to grade level standards. To qualify for MTSS, students must be referred by their classroom teachers and meet a predetermined criteria based on the student's performance on assessments.

Internet and District Network Usage

AUP Policy must be signed and returned before 9/30 or student use of district devices will no longer be permitted.

Aberdeen School District #5

STUDENT - TECHNOLOGY ACCEPTABLE USE POLICY (AUP)

AUGUST 2024

The Aberdeen School District board of directors recognizes that an effective public education system develops students who are globally aware, civically engaged, and capable of managing their lives and careers. The board also believes that students need to be proficient and safe users of information, media, and technology to succeed in a digital world. As a network user on the Aberdeen School District No. 5 network, I will follow the building and District guidelines. I also understand and will abide by the following expectations:

1. Review District Policy 2022 (available at www.asd5.org) and accompanying procedures

2. Keep my logins and password secure and safe, I will not share my passwords, If I believe my account is compromised I will let the school know to have it reset
3. Use all computers and other technology in a safe and responsible manner in accordance with my academic goals
4. Not use social media for harassment, cyber-bullying, or unethical practices
5. Obey all school rules concerning internet use, using my device only for my educational goals
6. Use the District network and the Internet for school-related activities and projects only
7. Contact an administrator or teacher about any security problems
8. Contact an administrator or teacher if I receive inappropriate messages
9. Will not attempt to bypass or get around District monitoring systems, content filter or security protocols
10. Will not add any software or connect other systems to my district issued devices
11. Return any borrowed or checked out technology in good condition
12. Complete any required lessons in the classroom or advisory on network and computer use

It is the responsibility of every user to understand the expectations and follow the guidelines set in place in district Policy/Procedures 2022. Any attempts to defeat or circumvent the network security, or disregard acceptable use procedures, is a violation of policy and may result in loss of network and Internet access privileges as well as device usage while in the Aberdeen School District.

Student, Parent/Guardian Third Party Consent

The District uses a number of third party systems to achieve educational goals and outcomes. These systems may change year to year depending on academic initiatives, program changes and service providers offerings. In many cases the District must acknowledge they have parental consent for students to use such systems. By signing below you acknowledge that you consent to the District's approval and use of such systems on your behalf for the student. You acknowledge the District may provide consent on your behalf to third party systems as applicable to education and academic goals. Use of third party programs will be subject to the third parties terms of service and privacy policies. You may request a list of what systems are in use at any time by contacting the students' school building.

Counseling Services

Counseling services are available to all students. Students may meet with the counselor in a group or individual setting. The focus of group or individual meetings is to help a student acquire the skills needed to succeed in a school setting or to help resolve a conflict. Please remember that if a child discloses information that they or someone else is being harmed or harming others, school personnel have a duty to report to the proper authorities/agencies. If requested by the court systems, information may be released. Information gained during counseling sessions may be shared with parents/guardians or other necessary school personnel when deemed appropriate. Information will not be shared with other students or other families. Additionally, parent resource materials are available in our school library and the counselor has a variety of materials for parents to borrow.

Lost and Found

A lost and found area is provided in our school for unlabeled, unclaimed clothing. During conferences, items are placed on tables for easy identification by parents. Unclaimed items are given to the local clothing bank. Items that are labeled with the student's name are returned to the student.

Please label your child's coat and hoodies

Student Discipline Guidelines and Policies & Procedures

Weapon Free Zone

By state law, schools are drug and weapons free zones. Weapons include but are not limited to the following list: knives (of any sort or size), guns (real or look alike), martial arts instruments, and common items used with intent to inflict bodily harm to another person. Any student who brings dangerous objects to school is subject to discipline as outlined by state law.

Weapons Policy

It is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school premises, school-provided transportation, or areas of other facilities being used exclusively for school activities. It is also a violation of district policy for any person to carry or use in a threatening or disruptive manner any device, which resembles or is intended to look like a dangerous weapon. Any such violations shall be taken seriously by school officials and will be subject to corrective action or punishment. School officials shall notify the student's parents or guardians and the appropriate law enforcement agency of known or suspected violations of this policy. Students who violate this policy shall be subject to discipline.

Tobacco Policy

District policy prohibits the use of tobacco by students, staff or visitors on school district property. Possession or distribution of tobacco products by minors is prohibited. School district property includes all district buildings, grounds, and district-owned vehicles. Students are subject to discipline for violations of this policy. E-cigarettes/vapes are treated as tobacco products and subject to the same policies.

Drug/Alcohol Policy

Federal Law requires that parents and students be notified in writing annually about the district discipline policy regarding drugs and alcohol. Ours is as follows:

The use of illicit drugs and unlawful possession and use of alcohol is wrong and harmful.

No student shall consume or have in his possession any alcoholic beverage on any school grounds, or immediately prior to, or while engaged in, or scheduled to be engaged in, any school activity, or while on the way to, or from, school or a school activity.

Students under the influence, or in possession of, drugs/alcohol illegally will be subject to the following actions:

1. They will be removed from the class or activity where they will be isolated from others.
2. The student's parents, guardians, or other designated responsible persons will be notified.
3. Law enforcement officials may be contacted and the facts reported to them.
4. Consequences: a) long-term suspension or suspension for the remainder of the semester or expulsion; or b) students who agree to a drug/alcohol assessment by a Drug/Alcohol Counselor to determine if a chemical problem exists, and who agree to follow the recommendations made by the assessment counselor during the follow-up conference, may be placed on a short-term suspension.

Students taking prescribed medication must be able to produce a doctor's authorization if requested to do so. Compliance with standards of conduct is mandatory.

Dress Policy

School dress standards set a tone that impacts the learning environment. Students should be dressed appropriately each day for the variety of activities in which they may participate, including PE and recess. Dress standards for school differs from what students might wear to the mall or at home. Clothing that directly or indirectly advertises gangs or suggests the use of drugs, alcohol, tobacco products or which attracts undue attention is considered disruptive to the educational process and therefore is prohibited. These guidelines must be followed:

- Students will come to school prepared for all learning environments, such as P.E. and recess: wearing shoes, pants (or skirts/dresses), shirts, underwear and a jacket or sweatshirt for outside.
- EARS AND TAILS ARE CONSIDERED COSTUMES AND ARE PROHIBITED. THEY WILL BE ALLOWED ON HALLOWEEN.
- Shirts/tops need to cover students' back & stomach area. Clothing exposing the stomach or which are low-cut or backless are prohibited.
- Tight fitting clothing that is transparent is prohibited..

- Appropriate fitting clothing is encouraged. Pants will cover buttocks and underclothing when sitting and standing. Pants will not be sagged
- Pajamas and slippers should **only** be worn on themed events.
- Clothes need to be without reference to drugs, tobacco, alcohol, gangs, violence, or sexual themes including but not limited to virginity rocks clothing.
- Due to safety concerns head coverings (such as ball caps, bandanas, and hoods) are not allowed in the building or classrooms. There is a no hat rule in the school building, unless for a spirit day, hat pass or planned by the ASB with principal permission.
- Hooded sweatshirts are permitted, but hoods may not be worn indoors.
- Shorts, skirts, and dresses should be long enough to cover the mid-thigh on the student even when sitting. A good rule of thumb is to make sure the clothing item is longer than the finger tips when arms are straight at the side.
- Any clothing or aspect of personal appearance that is determined to be disruptive or gang related by the building administration is not allowed.
- Clothing and jewelry must be suitable for all scheduled classroom activities where unique hazards exist.

Students will be asked to change if their clothing does not follow the school dress policy. We have a limited amount of clothing for students to borrow if their attire is not appropriate for school. Sometimes what we have does not fit the child. In those cases, the parent will need to bring a change of appropriate clothes before the student may return to school activities.

Parents will be contacted if their student's dress interferes or disrupts the overall learning atmosphere at school.

District Wide Discipline Procedure

All students will be expected to obey all rules at school. When a student breaks a rule, he/she can expect to be disciplined. Depending on the rule that has been broken and the circumstances surrounding the problem, one or more of the following could occur:

- 1 An individual conference with teacher or para-educator is the first step. Consequence may be a verbal warning, loss of school privileges (i.e. recess, lunch playtime), suspension or expulsion. The principal will be involved in all cases requiring suspension or expulsion.
- 2 The student may be referred to the principal (this option can be exercised by teachers or para-educators). The adults will then work together to determine the best plan.
- 3 General guidelines: The Aberdeen School District believes that schools and families work together for the good of the students. Early involvement of parents when discipline issues arise is essential to a student's successful school career. When students know that home and school expect the same behaviors and believe that the student is capable of good behavior, the student will learn to make good choices and be successful.
- 4 Always, if any parents have concerns or questions, they are encouraged to contact the classroom teacher or principal.

Building Rules

At McDermoth School, we have simple, school-wide building and playground rules. We expect these rules to be followed by every member of our school community, including students, staff, and any visitors to our building. These rules are learned and practiced. The rules are posted in classrooms, on the playground, in the hallways, lunchroom, and bathrooms.

We follow these rules:

Be Respectful, Be Responsible, and Be Safe

Some definitions:

Respect and responsibility for SELF means:

I do my best and make good choices, play and work safely, and take good care of myself.

Respect and responsibility for OTHERS means:

I treat others as I wish to be treated, with kindness and compassion. It means I accept differences in others and value those differences.

Respect and responsibility for PROPERTY means:

I take care of our school and our materials. It means I clean up after myself and help others take care of our home, school, and community.

General Expectations

1. Rock throwing, assaultive behavior, harassment of any kind, use of bad language, bothering/damaging others' belongings without permission, disorderly conduct, damaging school property, disobedience, or defiance have no place at school and will result in immediate disciplinary action.
2. Students leave personal items at home (this includes toys, balls, electronic devices, custom art supplies, and make-up or finger nail polish). The school will issue playground equipment for use on the playground. If personal items are brought to school and are lost, stolen or broken, McDermoth takes no responsibility for these unauthorized items.
3. **Students are permitted on the playground at 8:55-** when supervision is present.
4. Students are expected to follow the directions and requests of any staff member/substitute in the building, on the playground, or during any school sponsored activity. Students are expected to follow adult directions with respect and with an appropriate attitude.
5. Students will refrain from:
 - a. Spitting
 - b. Tag or other games that include hitting or shoving other students
 - c. Screaming
 - d. Physical aggression
 - e. Excluding others from games
 - f. Bringing/Using personal balls from home for games
 - g. Disrespectful behavior toward other students or staff
 - h. Climbing over the walls/out of bounds spaces
 - i. Using school furniture improperly
 - j. Playing on the steps leading from the cafeteria
 - k. Going into or leaving the building without permission
 - l. Stopping for drinks or using the restroom without permission
 - m. Going behind/over fences anywhere on school property
 - n. Going into out of bounds areas without permission

Discrimination and Sexual Harassment

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as “any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

- (A) Physically harms a student or damages the student’s property;
- (B) Has the effect of substantially interfering with a student’s education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school”

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district’s reporting form to share concerns about HIB [3207F Reporting Form](#) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer Co-Superintendents, Lynn Green and Traci Sandstrom (360) 538-2002 that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don’t experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the district's [HIB Policy 3207 and Procedure 3207](#).

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student's protected class and is serious enough to create a hostile environment. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student's ability to participate in, or benefit from, the school's services, activities, or opportunities.

To review the district's [Nondiscrimination Policy 3210 and Procedure 3210P](#), visit www.asd5.org.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's [Sexual Harassment Policy 3205](#) and [Procedure 3205P](#), visit www.asd5.org.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, (360) 538-2003

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, (360) 538-2003

Concerns about disability discrimination:

Section 504 Coordinator: Dr. Richard K. Bates, 216 N G St., Aberdeen, (360) 538-2018

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Christi Clinkingbeard, 216 N G St., Aberdeen, (360) 538-2003

To submit a written complaint, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the superintendent or designee, then to the board of directors, and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure [3210P](#) and Sexual Harassment Procedure [3205P](#).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure [3210P](#) and the HIB Procedure [3207P](#) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

U.S. Department of Education, Office for Civil Rights (OCR)

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools [Policy 3211 and Procedure 3211P](#), visit www.asd5.org. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator: Christi Clinkingbeard, Human Resource Director, (360) 538-2003.

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

An Important Reminder

In life, natural consequences face us each day and in every decision we make. School is a safe place where children learn which decisions are the most productive: those which produce positive natural consequences. Thus, even playground and social situations are vast learning grounds for making good decisions. Therefore, logical 'natural consequences' are used when less positive decisions are made. This could include being "out", receiving a short time-out, a conference with a supervisor, the counselor, a teacher, or the principal. All of these consequences have the same positive goal: to help each child learn to make good decisions.

In the event that a child participates in bullying, intimidation and harassment not corrected by discussion or the above measures; parents will be involved and district discipline procedures will be used. While these instances are rare; they are taken seriously and handled immediately. The policies and procedures pertaining to this are covered in District Policy.

PBIS

While discipline unfortunately will occur, we at McDermoth have worked hard to recognize all of the great things our students do every day and have built a system in which we can recognize students for their excellent behaviors. The following pages contain a school behavior matrix and our student acknowledgement system:

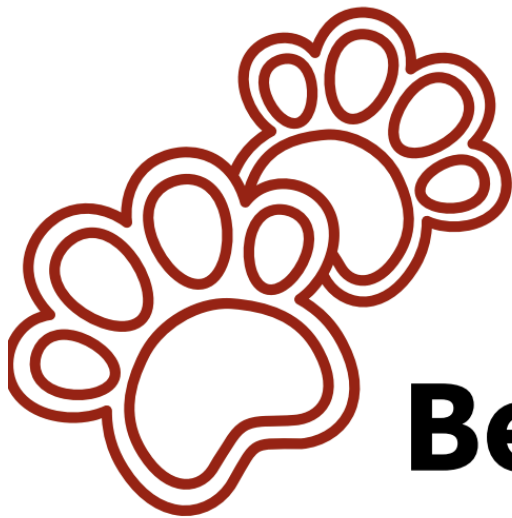
I have read and reviewed the information contained in this handbook with my child.

_____ date _____
Parent signature

_____ date _____
Student signature



Expectations



IT'S THE PAW LAW!

Be Respectful

Be Responsible

Be Safe

BULL DOG PRIDE



MCDERMOTH ELEMENTARY EXPECTATIONS

| Guidelines | Be Respectful | Be Responsible | Be Safe |
|------------------------|--|--|--|
| Arrival | <ul style="list-style-type: none"> Voice level 1 Listen and follow directions | <ul style="list-style-type: none"> Be on time Go directly where you need to be Close lockers carefully and quietly | <ul style="list-style-type: none"> Keep hands/feet and objects to self Put things in locker carefully |
| Lining up | <ul style="list-style-type: none"> Voice level 1 Listen and follow directions | <ul style="list-style-type: none"> Put all playground equipment away | <ul style="list-style-type: none"> Walk to line Keep hands, feet, and objects to self Straight line facing forward |
| Hallways/ Stairwell | <ul style="list-style-type: none"> Voice level 0 Listen and follow directions Admire art work with eyes only | <ul style="list-style-type: none"> Go directly where you need to be | <ul style="list-style-type: none"> Walk in single line facing forward Keep hands, feet, and objects to self Walk on right side of the hallway (unless directed otherwise) |
| Cafeteria | <ul style="list-style-type: none"> Voice level 2 Use Good Manners Listen & Follow Directions Help Others | <ul style="list-style-type: none"> Aim for zero food waste Clean up after yourself, dump your own tray Sit Quietly to be excused by table Bring and turn in lunch card into class basket | <ul style="list-style-type: none"> Walk Keep hands, feet, and objects to self Form single line Stay seated on bottom |
| Playground | <ul style="list-style-type: none"> Share and take turns Listen and follow directions Use Good Manners Include everyone If supplies are brought out, students keep in possession for the entire recess | <ul style="list-style-type: none"> Take care of playground equipment Use equipment appropriately Have fun Follow Game Rules No toys or balls on the chips | <ul style="list-style-type: none"> Keep hands, feet, and objects to self Walk under covered area Dress for weather Walk No kicking balls under the covered area |
| Bathroom | <ul style="list-style-type: none"> Voice level 1 Use Good manners Respect privacy | <ul style="list-style-type: none"> Use quickly and quietly Flush and clean up after yourself Wash hands appropriately | <ul style="list-style-type: none"> Walk Keep hands, feet, and objects to self |
| Library | <ul style="list-style-type: none"> Voice level 1 at checkout Voice level 0 at tables Treat others and materials with respect | <ul style="list-style-type: none"> Bring your books back on time & in good condition Leave shelves in neat condition | <ul style="list-style-type: none"> Walk Keep hands, feet, shelf markers, etc to self |
| Dismissal | <ul style="list-style-type: none"> Voice level 1 Listen and follow directions | <ul style="list-style-type: none"> Have all materials Close lockers quietly Go under covered area line up appropriately | <ul style="list-style-type: none"> Walk Keep hands, feet, and objects to self |
| Bus | <ul style="list-style-type: none"> Voice level 1 | <ul style="list-style-type: none"> Keep things packed Follow bus rules | <ul style="list-style-type: none"> Stay seated Keep hands, feet, and objects to self |
| Bus line | <ul style="list-style-type: none"> Voice level 2 Listen and follow directions | <ul style="list-style-type: none"> Walk quietly in single file line | <ul style="list-style-type: none"> Keep hands, feet, and objects to self Walk to bus |
| Assembly | <ul style="list-style-type: none"> Voice level 2 before program Voice level 0 during program Eyes on speaker | <ul style="list-style-type: none"> Sit in assigned area | <ul style="list-style-type: none"> Walk Keep hands, feet, and objects to self Stay with class |





20 Rules in 20 Days

1. ATTENTIVE SIGNALS: "McDERMOTH... BULLDOGS!"
2. TECHNOLOGY BEHAVIORAL EXPECTATIONS
3. LIBRARY BEHAVIORAL EXPECTATIONS
4. LINING UP AFTER RECESS
5. RECESS/PLAYGROUND BEHAVIORAL EXPECTATIONS
6. EMERGENCY PROCEDURES/BEHAVIORAL EXPECTATIONS
7. WALKING IN THE HALL AND ON THE STAIRS
8. LOCKER PROCEDURES AND PRACTICE
9. ASSEMBLY EXPECTATIONS
10. SUBSTITUTE TEACHER BEHAVIORAL EXPECTATIONS
11. BUS AND BUS LOADING EXPECTATIONS
12. RESTROOM BEHAVIORAL EXPECTATIONS
13. CAFETERIA BEHAVIORAL EXPECTATIONS
14. BEFORE SCHOOL BEHAVIORAL EXPECTATIONS
15. HALLWAY BEHAVIORAL EXPECTATIONS
16. DISMISSAL BEHAVIORAL EXPECTATIONS
17. NO PERSONAL ITEMS AT SCHOOL
18. BREAKFAST PROCEDURES/BEHAVIORAL EXPECTATIONS
19. PICK UP AFTER YOURSELF AND OTHERS (LEAVE NO TRACE)
20. ENTERING THE CLASSROOM PROCEDURES/EXPECTATIONS









BULLDOG PRIDE

| TEACHER-MANAGED BEHAVIORS | |
|--|---|
| Slip Up Behaviors (Tracked by Teacher) | Minor Behaviors (Tracked by Teacher and Minor Referral in SWIS) |
| <p>Small problem behavior not in line with school expectations, hinders student's personal learning, but not necessarily distracting from the learning environment.</p> <ul style="list-style-type: none"> •Name calling •Blurting out •Making noises repeatedly •Not following directions •Chewing gum in isolated incidence •Age & context inappropriate conversations •Not keeping hands and feet to self •Playing tag •Play fighting (context) •Not sharing •Running in the hall •Throwing things at each other •Making faces or noises with intent to distract •Continually out of seat •Voice level violation •Invasion of personal space •Not safe on stairs •Misuse of technology (off task content but •not inappropriate) •Running under covered area •Sitting under tables •Using bathroom as avoidance •Taunting •Bringing things from home •Sharing food/touching others food •Running in cafeteria/hallway | <p>Behaviors that disrupt the learning environment in minor ways. The student will receive time to fill out a THINK SHEET and make a plan for change.</p> <ul style="list-style-type: none"> •All SLIP UP behaviors that are a continuing problem (see Flow Chart) •Name calling •Localized material destruction (breaking pencil, tearing paper, etc.) •Arguing / talking back with adult •Incidental minor swearing (not directed at someone) •Disrespect to teacher/sub/present adult (low-intensity) •Brief defiance of adult direction •Play fighting (context) •Climbing fences on playground •Not following dress code •Leaving class without permission (ex: get something from locker without permission) •Throwing small, light things with no physical injury •Using cell phone during school hours |
| OFFICE-MANAGED BEHAVIORS | |
| Major Behaviors (Tracked by Major Referral in SWIS) | Right Response Behaviors (Tracked by Intervention Reporting Form and possible Major Referral) |
| <p>Behaviors that are unsafe, illegal, or drastically distract from the learning environment.</p> <ul style="list-style-type: none"> •All MINOR behaviors that are a continuing problem (see Flow Chart) •Any suicidal comments/language (see counselor immediately) •Harm to self or others •Threats •Leaving class without permission with no obvious intention to return (Skipping) •Fighting •Swearing at someone •Spitting on someone •Majorly disrupts classroom learning (sustained disruption) •Vandalism •Stealing (major items) •Forgery •Inappropriate use of technology •Inappropriate gestures (flipping someone off) •Illegal activity •Violent behavior •Offensive harassing language •Repeated dress code violations •Leaving building •Gang related apparel (bandanas and chains) •Targeted projectiles (chairs, desks) •Harassment, intimidation, or bullying •Sharing food that may trigger allergic or severe reactions •Blatant disrespect towards others •Insubordination (refusal to respond to adult request) •Weapons | <p>Behaviors that require de-escalation techniques. The student needs to be removed for a 5-5-5 or may be in crisis. Refer to Right Response Codes.</p> <ul style="list-style-type: none"> •Major disruption of classroom learning where student is not responding to teacher intervention •Forcefully throwing items •Hurting someone else or self •Destruction of school property (active) •Aggression •Threatening language or behavior •Yelling •Leaving the building •Leaving class without permission with no obvious intention to return •Crying uncontrollably •Negative self talk (disruptive to others) |

McDermoth Think Sheet

Name: _____ Date: _____

I feel:

| | | | | | | | | | | | |
|---|-------|--|-------------|---|--------|---|-------|---|-----|---|--------|
|  | Angry |  | Embarrassed |  | Guilty |  | Happy |  | Sad |  | Scared |
|---|-------|--|-------------|---|--------|---|-------|---|-----|---|--------|

I chose to:

Instead, I could have:

How did other people feel?

| | | | | | | | | | | | |
|--|-------|---|------------|--|-------|--|-------|--|--------|--|---------|
|  | Angry |  | Frustrated |  | Happy |  | Proud |  | Scared |  | Worried |
|--|-------|---|------------|--|-------|--|-------|--|--------|--|---------|

Do I need to apologize to anyone? Yes ___ No ___ Did I apologize? Yes ___ No ___

Student's Signature _____ Teacher's Signature _____ Parent / Guardian's Signature (optional)

McDermoth Think Sheet

Name: _____ Date: _____

What expectation did I not meet? (circle one)

Be respectful

Be Responsible

Be Safe

What did you want?

To be in control

To challenge an adult

To get attention

To get away from someone

To get even or revenge

To get out of work

To talk to someone

Other: _____

How did your behavior make other people feel?

Angry

Confused

Frustrated

Happy

Proud

Sad

Scared

Unsafe

Worried

What could I have done instead?

Do I need to apologize to anyone? Yes No

Did I apologize? Yes No

To Whom? _____

Student's Signature

Teacher's Signature

Parent / Guardian's
Signature
(Optional)

McDermoth Homework Policy

Philosophy

The purposes of homework are:

1. To provide students with opportunities to practice and reinforce acquired skills. These should be skills that are understood by students and that are within their ability to complete with minimum supervision and frustration.
2. To develop personal study habits and responsibility.
3. To give parents opportunities to talk with their child about current learning and thus foster ongoing communication about school activities.
4. To provide additional time for students to complete assignments and projects.

Time Guidelines

The following guideline is offered as an average for typical students and most days. Students may have more or less homework. Homework policies are at the teacher's discretion.

Kindergarten - Up to 15 minutes a day.
First Grade - Up to 30 minutes a day.
Second Grade - Up to 30 minutes a day.
Third Grade - Up to 40 minutes a day.
Fourth Grade - Up to 50 minutes a day.
Fifth Grade - Up to 60 minutes a day.

Typical Activities

The following lists of activities are examples of typical work expected by teachers. Completing some or a variety of these activities on a daily basis will help to ensure your child will reach their full potential and help your child to meet the challenges of junior high school and high school.

Kindergarten: Reading to your child daily, practicing the alphabet, playing number games, and practicing writing. Review and discuss papers they bring home.

First Grade: Reading Homework (this includes site word practice, mini-books, vocabulary and spelling), completing math homework, and reading with your child. Review and discuss papers they bring home.

Second Grade: Reading Homework (this includes vocabulary and daily spelling work), completing math homework, and reading with your child. Review and discuss papers they bring home.

Third Grade: Complete any assignment not completed in school that is due the next day (this could be math, reading, spelling, social studies or science activities), study spelling words, practice basic math facts, and read independently. Review and discuss papers they bring home.

Fourth Grade: Complete any assignment not completed in school that is due the next day (this could be math, reading, spelling, social studies or science activities), study spelling words, practice math facts, and read independently. Review and discuss papers they bring home.

Fifth Grade: Complete any assignment not completed in school that is due the next day (this could be math, reading, spelling, social studies or science activities), study spelling words, review math facts, and read independently. Review and discuss papers they bring home.

Please do not try to complete all the activities each day. Work down the list as time permits. If, on a regular basis, your child is having trouble completing the expected work in a reasonable amount of time (no more than twice the recommended time); please contact your child's teacher. Homework activities should strengthen the bond between home and school. Adjustments may need to be made for some students. Working together, we can help your child to reach their full potential.

Other Activities:

The following is a brief list of activities parents could do with their children if the parent is looking for other academic related activities:

1. Keep a journal of daily activities, or news events or other areas of interest.
2. Read, read, read!
3. Play math games with your child using estimation and precise calculations.
4. Utilize a variety of websites and apps that can help students learn.

Curriculum, Assessment and Proficiency Levels

McDermoth Elementary will be teaching the "Common Core Standards." Assessment results are shared and explained during parent-teacher conferences. Letters are also sent home inviting parents to arrange conferences with the principal for further explanation and planning regarding assessment results. Testing, curriculum, and student standards are reviewed during Open House, PTO meetings and specially called meetings.

LIBRARY PROCEDURES

STUDENT BOOK AND MATERIALS CHECKOUT

Students may check out a maximum of two (2) library books at a time. The Library Resource Center Technician (LRC) may make an exception to increase or decrease the number of books a student may check out due to extenuating circumstances. All books and library materials students checkout will be scanned into the Follett Library System under the student's name. Books are due in two (2) weeks. Students will need to return overdue books to check out any new books. In addition to library books, students will check out textbooks, class novels and a chromebook for use in the classroom.

Students in kindergarten through first grade will leave their library books at school unless prior arrangements have been made with the LRC Tech. Second through fifth grade are able to take their library books home.

STAFF BOOK AND MATERIALS CHECKOUT

Any books, textbooks or library materials for staff checkout must be scanned by the LRC Tech into the Follett Library System under the staff member's name. Staff may keep teaching materials, books, and/or textbooks checked out to them for the duration of the school year. Any materials Staff wish to keep for the upcoming school year must be renewed by the LRC Tech. Any materials not renewed must be returned to the library. Library books checked out by Staff will be due in two (2) weeks but can be renewed by the LRC Tech if needed.

OVERDUE ITEMS

The LRC Tech is responsible for sending out overdue notices to students on a monthly or bi-monthly basis.

On the last day of school, any books not returned to the library by students that will be moving to another school will be marked lost and a fine will be assessed into the student's Skyward account. Before marking the books lost, the LRC Tech should print a patron report for overdue books.

If a student continues to lose or damage/destroy books, the LRC Tech will work with the student's teacher and building principal to create an individualized plan for the student. *For example, the student may need to leave their library books at school vs. taking them home.* If a student does not return a book within three weeks, the student will be able to check out another book, but leave it at school in the classroom. The LRC Tech will then print out an overdue book notice to be mailed home to the parent.

CHECKING IN BOOKS:

All books, textbooks and library materials that are returned to the library should be scanned into the Follett library system on a daily basis. When checking in books, the LRC Tech should look over the books for damage. Any books needing repair should be repaired before being returned to the bookshelves. After checking in books, they should be shelved accordingly.

If a book is returned with damage and cannot be repaired, then the student will be fined for the replacement cost of the book.

McDermoth Elementary

Title I Family Involvement Policy and Procedures

McDermoth Elementary is committed to the goal of providing quality education for every child in our school. To this end, we want to establish partnerships with families and with the community. Everyone gains if our school and families work together to promote high achievement by our children. Neither home nor school can do the job alone. Families play an extremely important role as children's first teachers. Support for their children and for the school is critical to children's success at every step along the way.

McDermoth Elementary recognizes that some students may need the extra assistance available through the Title I program to reach the rigorous Common Core State Standards. We would like to include families in all aspects of the school's Title I program. The goal is a school-home partnership that will help all students to succeed.

Part I

SCHOOL FAMILY INVOLVEMENT POLICY **REQUIRED** COMPONENTS

A. McDermoth Elementary will partner with families to develop and revise the School Family Involvement Policy and Procedures and distribute it to families of participating children and also make it available to the local community via:

- School Web page
- Student Handbook
- PTO meetings
- Yearly PTO meetings for the review of the Title I Parent Involvement Policy
- Annual Title 1 online family survey

.Also available in print form

B. Convene annual meetings, at a convenient time, to which all families of participating children shall be invited and encouraged to attend. The intent is to inform families of their school's Title 1 participation and to explain the requirements, and the right of the families to be involved.

- Families' Guide and right to be informed documents are shared during yearly Title 1 PTO meeting (typically in November).
- Parent / Teacher conferences in November and March, with morning, afternoon, and evening times available for families to attend
- Teachers willing to schedule meetings with families as needed
- Title 1 families guide, and right to be informed information is available on the school website, at the office, in the newsletter, and during conference week family engagement activities.
- Open House at the beginning of the school year

A. Offer flexible meetings, such as meetings in the morning or evening as such services relate to family involvement.

- PTO meetings are held on the second Tuesday of the month at 5:30 PM.
- Parent / Teacher conferences in November and March with morning, afternoon, and evening times available for families to attend.
- Family engagement activities are offered at times when the entire family would be available to attend together.
- Teachers willing to meet with families at any scheduled times, as needed.
- For families, unable to attend scheduled meetings, conferences via telephone, email, or notes home are made available.

.These opportunities are available in English and in Spanish

A. Involve families in an organized, ongoing, and timely way, in the planning, review, and improvement of the school plan under Section 1112, school-wide under Section 1114, and the process of the school review and improvement under Section 1116.

- A copy of the School Improvement Plan is available to families online.
- A copy of our OSPI School Report Card is available to families.
- Principal maintains a regular spot on the PTO agenda for providing reports and information regarding school activities and issues.

A. Provide families of participating children–

a. Timely information about programs under this part.

a. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure student progress, and the proficiency levels students are expected to meet.

- b. If requested by families, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practically possible.
 - During Open House
- .Families are given a description and explanation of the curriculum that is used at the school.
- i.Information about Title 1 program is shared.
 - During report card conferences
- .Teachers share assessment data with families.
- i.Provide information about the proficiency level that students are expected to meet.
- ii.Inform families of extra support provided through Title 1 / LAP programs.
 - Families are invited to Student Study Team (SST) meetings when there are additional academic concerns.
- F. If the school-wide program plan is not satisfactory to the families of participating children, families may submit any comments on the plan when the school makes the plan available to the district at a public school board meeting.
 - Input from families is gathered
- .Informally on an ongoing basis
- i.By the yearly Title 1 family survey online (or hardcopy)

Part 2

REQUIRED SHARED RESPONSIBILITIES FOR HIGH STUDENT ACADEMIC ACHIEVEMENT (SCHOOL/PARENT/STUDENT COMPACT)

- A. As a component of the School Family Involvement Policy, each school shall jointly develop with families, a school-family-student compact. This compact, outlines how families, the school staff, and students will share the responsibility and develop a partnership for improving academic achievement, and achieving the Common Core State Standards.
 - Annual PTO meetings for discussion, input, and feedback for McDermoth / Family / student Compact.
 - Parent / Teacher conferences in November and March, during which the compact shall be discussed as the compact relates to the child's academic achievement.
 - McDermoth will provide translation services for Spanish-speaking families during these conferences and meetings.
 - Provide frequent reports to families on their children's progress. Report cards are provided to families in November, March, and June. There are family conferences in November and March to go over report cards.

BUILDING CAPACITY REQUIREMENTS FOR INVOLVEMENT

To ensure effective family engagement and to support a partnership among the school, families, and the community, to improve student academic achievement, each school and district under this part-

A. Shall provide assistance to the families of children served by the school or district, as appropriate, in understanding such topics as the state's academic content standards and state student academic achievement standards. State and district assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children.

- Families are made aware of the OSPI website and its resources

.Common Core Standards and assessment data.

i.School report card.

- On the Aberdeen School District website, families can access what their child is expected to learn at each grade level.
- The Aberdeen School District uses a standard based report card, which aligns with grade level expectations.

B. Shall provide materials and training to help families work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster family involvement.

- McDermoth provides an after-school program during which students can receive help in completing homework, as well as other enrichment activities.
- Families have available materials that they can use with their children at home that will further reinforce the children's learning.

.Imagine Learning Language and Literacy, and Imagine Math are available for student use at home.

i.McDermoth will provide family engagement events at various times throughout the school year.

ii.Online version of Accelerated Reader that will allow families to track their students' independent reading records from home.

- Provide families with reasonable access to staff and opportunities to volunteer and participate in their child's class. There is a formal process in place for screening parent volunteers in the district. families are encouraged to participate as chaperones on field trips and volunteer in classrooms as requested by teachers or families.

C. Shall educate teachers, pupil services personnel, principals, and other staff, with the assistance of families, in the value and utility of contributions of families, and in how to reach out to, communicate with, and work with families as equal partners, implement and coordinate parent programs, and build ties between families and the school.

- The McKinney-Vento Homeless liaison coordinates training and information for the staff regarding how to best serve homeless families and families in transition.
- McDermoth PTO meets monthly and is working to strengthen the connection between home and school.
- McDermoth distributes a monthly school newsletter that keeps families informed of the current events happening at school.

D. Shall to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the families as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support families in more fully participating in the education of their children.

- Kindergarten teachers are participating in conducting home/school visits with the family of each child at the beginning of the school year as part of our slow start

for the purpose of coordinating home-to-school connection in a positive, relaxed manner.

- Area Preschools pay a yearly visit to McDermoth Kindergarten classes to introduce the teachers and give students and families an idea of what to expect in Kindergarten.
- E. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the families of participating children in a format and, to the extent practicable, in a language families can understand.
- The school newsletter is sent home in both English and Spanish on the last Wednesday of every month
 - All correspondence is sent home to families in both English and Spanish.
 - McDermoth West has a Spanish translator onsite for parent communication support.
- F. Shall provide such other reasonable support for family involvement activities under this part as families may request.
- Parent requests are solicited informally through incidental conversations and formally through PTO and other meeting settings.
 - Conferences and family engagement activities have extended schedules when possible to meet the needs of busy families.
- G. May involve families in the development of training for teachers, principals, and other educators to improve the effectiveness of such training.
- A. May provide necessary literacy training from funds received under this part if the district has exhausted all other reasonably available sources of funding for such training.
- A. May pay reasonable and necessary expenses associated with local family involvement activities.
- Providing dinner at monthly PTO meetings to encourage attendance during a family meal time.
 - Community programming such as the Hands On Museum family nights and the Pacific Science Center family nights
- J. May train families to enhance the involvement of other families.
- A. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with families who are unable to attend such conferences at school, in order to maximize family involvement and participation.
- McDermoth schedules several days, times, and an evening for parent conferences.
 - McDermoth PTO meets monthly, information provided on PTO facebook page.
 - Counselor contacts families to provide support
 - Back-to-School open house night
 - Monthly Student of the Month assembly, with letters of student recognition sent to families via mail
- L. May adopt and implement model approaches to improving family involvement.
- A. May establish a district parent advisory council to provide advice on all matters related to family involvement in programs supported under this section.
- A. May develop appropriate roles for community-based organizations and businesses in parent involvement activities.

Part 3

ACCESSIBILITY REQUIREMENTS

In carrying out the family involvement requirements, districts and schools, to the extent practicable, shall provide full opportunities for the participation of families with children with limited English proficiency, families with children with disabilities, and families of migratory children, including providing information and school reports in a format and, to the extent practicable, in a language such that families can understand.

- All letters sent to families are sent in both English and Spanish.
- McDermoth employs a bilingual para-educator who is available during school hours to facilitate communication with Spanish-speaking families and students.
- Interpreters are provided for meetings when needed.

This McDermoth Elementary Family Involvement Policy/Procedures has been developed/revised jointly with families of children participating in the Title I program, and will be in effect for the period of 2024-25. The school will distribute this Parent Involvement Policy/Procedures to all families and make it available to the community on or before 9/01/2024.

Updated 04/2025