Garfield Elementary Parent Handbook

2026-2027

Selma Unified and Garfield Vision Statement

The Selma Unified School District will be the premier district in California, providing excellence in academics through Challenging, Rigorous and Relevant instruction. Equity in access and excellence will be achieved in 21st Century learning environments that support multiple pathways to College and Career success for every student.

SUSD Mission Statement

The mission of the Selma Unified School District is to provide a student-centered instructional program which allows students to reach their highest potential as contributing members of society.

Garfield Elementary Mission

Investing in the Hearts and Minds of all students in order to cultivate social, emotional, and academic learning.

Garfield Guiding Principles/Values

We will lead by example by modeling a growth mindset and a desire for lifelong learning. We will collaborate and commit to sharing knowledge and best practice in order to grow as accountable educators and individuals. We encourage productive struggle and will work collaboratively in order to solve problems as they arise. We will engage in the continuous cycle of improvement,

GARFIELD'S CERTIFICATED STAFF		
LAST NAME	**FIRST NAME**	**POSITION**
HUFFMON	LENA	Principal
REED	ENEDINA	Learning Director
BYRUM	APRIL	School Nurse
RODRIGUEZ	LIZZETTE	Mental Health Clinician
WARREN	BRIELLE	Social Worker
WILCOTS	BRYAN	School Psychologist
OLSON	PAIGE	Speech Language Pathologist
GIPSON	TRACY	Resource Specialist (RSP)
POWERS	TERESA	Literacy Coach
BOJORQUEZ	RAQUEL	Teacher - TK
GUZMAN	REGINA	Teacher - Kindergarten
BAISA HUANTE	YVETTE	Teacher - 1st
ARMER	LORI	Teacher - 2nd
SANCHEZ	ANABEL	Teacher - 3rd
BARUTI	DIANA	Teacher - 4th
BUTTS	AUDRENA	Teacher - 5th
ALVES	HEATHER	Teacher - 6th
AGUIRRE	NATHAN	Teacher- Math Intervention
TOVAR	MONICA	Teacher- Reading Intervention
ABBOTT	TORI	Teacher Music/Band
BARBA	JOSHUA	Teacher - PE

GARFIELD'S CLASSIFIED STAFF		
LAST NAME	**FIRST NAME**	**POSITION**
HOWELL	TRACIE	Administrative Assistant
HOOPES	TERESA	Program Support Assistant
DELCAMPO	ROSALINDA	Community Liaison
SALCIDO	JENNIFER	Health Aide
FRUTIS	NATALIE	Lead Site Custodian
DE LOS SANTOS	MARTINA	Evening Custodian
GARCIA	RACHEL	Library Technician
BONILLA	NATALIE	Campus Safety Assistant
CAYETANO	VERONICA	Campus Safety Assistant
GARCIA	BIANCA	Campus Safety Assistant
ROQUE	MELANIE	Campus Safety Assistant
AGUIRRE	NICOLE	Instructional Assistant (RSP/Speech)
DIAZ	MITCH	Positive Behavior Interventions and Supports Aide
HEREDIA	MARIA	TK - Bilingual Instructional Assistant
PACHECO	ALYSSA	TK - Bilingual Instructional Assistant
LOPEZ-BRAVO	GABRIELA	Kinder - Bilingual Instructional Assistant
BUENROSTRO	ELIZABETH	Expanded Learning Program Site Lead

SCHOOL POLICIES AND PROCEDURES (A-Z)

ADMINISTRATION

- The Principal makes every effort to be on campus daily. In the event that the principal is off campus, the Learning Director or teacher designee will assist in administrative duties.

ACCIDENTS/ILLNESS

- Our policy is to be proactive with our parents. Staff is to send all sick and/or injured students to the health office. We do not allow students to call home from the classroom or on cell phones in these instances, as we must have all accidents and illnesses recorded in the nurse's log.

ANIMALS

- Pets are not allowed at school. Also, please do not bring pets on campus for family engagement events.

ATHLETICS- STUDENT EXPECTATIONS

- You must maintain As, Bs, and Cs in all content areas during the duration of tryouts and the season, or you will be dismissed from the team and you will not be added back to the team.
- You may not receive a major referral or suspension during the season, or you will be dismissed from the team and you will not be added back to the team.
- You may not receive more than three minor referrals during the season. After the first and second referral, you will be suspended from the team and not able to participate in the next game(s). If the next game is the tournament, an alternative consequence may be given in place of the game suspension. A 4th minor referral turns into a major referral, so you will be dismissed from the team and you will not be added back to the team.
- If you quit a sport, you may not try out or participate in the next sport. (example: If you quit football or volleyball, you may not participate in soccer.)
- You must wear the school uniform (jersey and shorts) at all scrimmages, games, and tournaments. You may wear tights, a shirt, or arm sleeves **under** your uniform.
- You must wash and return all parts of your uniform. Wash in cold water; hang dry. Replacement costs for lost or damaged shorts and jerseys are $15 each.
- You must show respect towards your teammates and coaches at all times.
- You must be respectful to all teachers and other staff members at Garfield Elementary at all times.
- You must be respectful and demonstrate good teamwork/sportsmanship toward others at all times, regardless of how they may treat you. Ask for adult help when needed.
- You must use appropriate language at all times. No cussing or racial slurs.
- You must follow all school rules and the rules of your classroom.
- You must attend all scheduled practices. If you can't make a practice, you need to be excused by your coach/teacher before practice that day. If you are sick on a day of practice, let your coach know when you return to school, and you will be excused.

If you have practice for other activities outside of school during practice time, talk to your coach to see what arrangements can be made.

- You must be on time for all practices. **Two tardies will result in an unexcused absence.**
- Students who have three unexcused absences will be suspended from the team. The length of the suspension will be determined by the coach.
- You will need to find transportation home (no buses available for after school activities).
- Siblings are not allowed to stay and wait, as there is no supervision.

ATTENDANCE

- Daily attendance is essential to every student's academic success. Instruction is carefully planned and taught in sequence, and frequent absences interrupt learning, making it more difficult for students to master important skills. We encourage families to make school attendance a priority.
- There are times, however, when a child should remain home from school, particularly if they have a fever, are ill, or show signs of a contagious illness. If your child will be absent or arrive late, please notify the school office at **(559) 898-6740** as soon as possible by phone or send a note explaining the reason for the absence.
- Medical absences are marked “excused” when there is a doctor’s note.
- Students with excused absences will be given the opportunity to make up missed classwork and homework within a reasonable timeframe. If your child will be absent for more than one day, please contact your child's teacher to arrange for missed assignments.
- Absences for reasons other than those permitted by California law or approved by the school are considered **unexcused**.
- If your family anticipates that your child will be absent for **five or more consecutive school days**, please notify the teacher and school office in advance so that appropriate arrangements can be discussed.
- Attending school for even part of the day is encouraged whenever possible, as this allows students to remain engaged in their learning.
- Parents are encouraged to schedule routine medical and dental appointments after school or on early-release days to minimize the loss of instructional time.
- Excessive absences or a pattern of poor attendance may result in intervention through the school's attendance process, including referral to the **School Attendance Review Board (SARB)**. Please refer to the SARB section of this handbook for additional information.
- **Check Out** – Parents must report to the office to sign out their child. Students will never be directly released from class or the yard. The office contacts the room or sends a runner with appropriate documentation to gather the student.
- **Tardy** – Students are considered tardy after the 8:15 a.m. late bell and must pick up a tardy slip from the office.



Health Guidance for Going to School

Showing up to school every day is critical for children's well-being, engagement and learning.

Make sure to send children to school if they are:

- Generally healthy and well.
- Participating in usual day-to-day activities.
- Children can even go to school if they:
  - Have a mild cold, which may include a runny nose and/or cough.
  - Have eye drainage without fever, eye pain or eyelid redness.
  - Have a mild stomachache.
  - Have a mild rash with no other symptoms.
  - Have head lice. Though they are annoying and should be treated, lice are not a reason to exclude a child from school.
  - Haven't had a fever overnight and they have not taken fever-reducing medicine during that time.

Avoid keeping children at home unless they are too sick to participate. Please see the back of this handout for details. Note that in most situations, a health-care provider's note is not needed to return.

Children may also avoid school due to anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache etc). If you are worried that your child may be suffering from anxiety, talk with your teacher, the school nurse, social worker or other school staff to discuss the challenge and identify what can help your child stay in school.

If your child has a compromised immune system or is at high risk for complications from common illnesses, please talk to your school (school nurse if available) about developing a plan with you and your child's health-care provider to keep your child healthy and safe while attending school.

Please note: This document is not meant to take the place of local health department/school district guidance including about contagious illnesses such as Covid-19 and the flu.

Attendance Works

KAISER PERMANENTE

NASN National Association of School Nurses

Reasons to keep me home from school and what needs to happen before I can return

What is my symptom?	When should I stay home and when to seek medical care?	When can I return to school?
Fever	I have a fever of 100.4°F (38°C) or higher. **Seek medical care** if I have fever and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.	If I have not had a fever overnight without the use of fever-reducing medication and I am feeling better.
Vomiting and/or diarrhea	If I have vomited 2 or more times in the last 24 hours. If my stool is watery and I may not make it to the toilet in time. **Seek medical care** if I have stomach cramping and fever, I have bloody or black stool, or I am showing signs of dehydration (tired and sleepy, dry mouth and not urinating at least once in the last 8 hours).	If I did not vomit overnight and I am able to drink liquids without throwing up. If my diarrhea has improved.
Persistent cough or trouble breathing	**Seek medical care** if I have a persistent cough, difficulty breathing or trouble catching my breath or if I develop a fever with the cough. These symptoms may be signs of Covid-19 or flu and should be evaluated by a health-care provider.	Once I am feeling better and I have been cleared for return by my health-care provider. If my symptoms were due to asthma, please make sure that I have permission to use breathing medication at school.
Rash	**Seek medical care** if the rash has blisters, is draining, is painful, looks like bruises and/or if I develop a fever.	Rash has healed or I have been cleared for return by my health-care provider.
Eye irritation	**Seek medical care** if I have eye swelling, eye pain, trouble seeing or an eye injury.	Once I am feeling better.
Sore throat	**Seek medical care** if I have drooling, trouble swallowing or a fever and/or rash.	Once I am feeling better. If I was prescribed an antibiotic by my health-care provider, then I can return 12 hours after the first dose, if I am without fever and I am feeling better.

If you don't know whether to send your child to school or have specific concerns regarding your child's health, contact your child's health-care provider, a local urgent care or the school nurse.

Attendance Works

KAISER PERMANENTE®

NASN National Association of School Nurses

AWARDS

- At the conclusion of each trimester, Garfield School holds an Awards Assembly to honor the students who have earned awards during the previous trimester. TK students will participate in an awards celebration during the third trimester only. Because TK focuses on developing foundational skills and recognizing growth over time, end-of-year awards provide a more meaningful celebration of student progress and are aligned with the TK assessment system (DRDP).

Alphabetized Awards

Award	Grade(s)
ABC Names: Students who can identify all upper and lowercase letters	TK-K
ABC Sounds: Students who can identify and say the sound of each letter	TK-K
Athletes of the Year: This award is given to two students who have shown great athleticism.	6
Artist of the Year (2 per class): This award is given to students who have demonstrated amazing artistic abilities.	TK-6
Color Recognition: Students who can identify colors	TK
DRA Club: Grade K- Students reading at DRA expectations by trimester (Trimester 1- Level 1; Trimester 2- Level 2; Trimester 3- Level 4) Grade 1- Students reading at DRA expectations by trimester (Trimester 1- Level 8; Trimester 2- 12; Trimester 3- 16)	K-1
First Name: Students who can write and recognize their first name	TK
"Grizzly" Student of Character: This award is given to three students each trimester who demonstrate the traits of respectfulness, responsibility, readiness to learn, and ensures the safety of himself/herself and others at all times.	TK-2
High Honor Roll: This award will be given to students who maintain a 3.5 grade point average or above on grade appropriate work during the trimester in the content areas of: reading, math, language, spelling, science, and social studies.	3-6
Honor Roll: This award will be given to students who maintain a minimum 3.0 grade point average (GPA) during the trimester in the content areas of: reading, math, language, spelling, science, and social studies. This award is based on	3-6

grade level work. A student may not have any D's or F's in order to be eligible.	
Last Name: Students who can write and recognize their last name	TK
Math Award (100 Club): Students who can count to 100	K
Math Club to 10: Students who can count to 10	TK
Math Club to 20: Students who can count to 20	TK
Math: TBD based on district assessment plan	K-6
Math Growth: TBD based on district assessment plan	K-6
Most Improved (2 per class): This award is given to the students who have made the most academic improvement in all academic areas as determined by the classroom teacher.	TK-6
Perfect Attendance Award: This award is given to students who have no absences (student must be present ALL day). Students may have NO truant tardies or regular tardies.	TK-6
Poetry: This reward is given to students who have met ELD Standard 6.1 and are able to repeat, recite, produce or initiate simple songs, poems, and finger plays that emphasize rhyme in the English language.	TK
Principal's Award: This award is given to students who earn a 4.0 GPA in core content areas.	3-6
Reading: TBD based on district assessment plan	K-6
Reading Growth: TBD based on district assessment plan	1-6
Red Carpet Event: Awards are based on last year's CAASPP and ELPAC exams. They are given to students who achieved a level 3 in both subjects (CAASPP Achievement), achieved a level 4 in both subjects (CAASPP High Achievement), grew by 15 or more points towards Distance from Standard in both subjects (CAASPP Growth), grew one English Language Proficiency Indicator level (ELPAC Growth), or achieved a status of Reclassified Fluent English Proficiency. Families are invited to an evening of dinner, dessert, and awards to celebrate!	3-7
Shape Recognition: Students who can identify shapes	TK

<u>Student of the Year (2 per class)</u>: This award is given to the students who best demonstrate the traits of respectfulness, responsibility, readiness, and safety; as well as having good attendance, and excelling in academics (reading, writing, math) as determined by the classroom teacher.	TK-6
<u>Top Mathematician (2 per class)</u>: This award is given to the students who have demonstrated exemplary skills in the area of mathematics as determined by the classroom teacher.	TK-6
<u>Top Reader (2 per class)</u>: This award is given to the students with the highest reading level in the class as determined by the classroom teacher.	TK-6
<u>Top Writer (2 per class)</u>: This award is given to the students who have demonstrated the most improvement in writing as determined by the classroom teacher.	TK-6

BELL SCHEDULE

Garfield Elementary

Regular Day Schedule	TK/Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Passing Bell	8:10	8:10	8:10	8:10	8:10	8:10	8:10
Instruction Block 1	8:15-9:30	8:15-9:30	8:15-9:30	8:15-10:15	8:15-10:15	8:15-10:15	8:15-10:15
Recess	9:30-9:45	9:30-9:45	9:30-9:45	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
Instruction Block 2	9:45-11:20	9:45-11:20	9:45-11:20	10:30-12:00	10:30-12:00	10:30-12:00	10:30-12:00
Passing to Lunch (5 min)	11:20-11:25	11:20-11:25	11:20-11:25	12:00-12:05	12:00-12:05	12:00-12:05	12:00-12:05
Lunch (30 min)	11:25-11:55	11:25-11:55	11:25-11:55	12:05-12:35	12:05-12:35	12:05-12:35	12:05-12:35
Passing from Lunch (5 min)	11:55-12:00	11:55-12:00	11:55-12:00	12:35-12:40	12:35-12:40	12:35-12:40	12:35-12:40
Instruction Block 3	12:00-2:35	12:00-2:45	12:00-2:45	12:40-2:50	12:40-2:50	12:40-2:50	12:40-2:50
Dismissal	2:35	2:45	2:45	2:50	2:50	2:50	2:50

Flex Day **Tuesday** Schedule	TK/Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Passing Bell	8:10	8:10	8:10	8:10	8:10	8:10	8:10
Instruction Block 1	8:15-9:30	8:15-9:30	8:15-9:30	8:15-10:15	8:15-10:15	8:15-10:15	8:15-10:15
Recess	9:30-9:45	9:30-9:45	9:30-9:45	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
Instruction Block 2	9:45-11:20	9:45-11:20	9:45-11:20	10:30-12:00	10:30-12:00	10:30-12:00	10:30-12:00
Passing to Lunch (5 min)	11:20-11:25	11:20-11:25	11:20-11:25	12:00-12:05	12:00-12:05	12:00-12:05	12:00-12:05
Lunch (30 min)	11:25-11:55	11:25-11:55	11:25-11:55	12:05-12:35	12:05-12:35	12:05-12:35	12:05-12:35
Passing from Lunch (5 min)	11:55-12:00	11:55-12:00	11:55-12:00	12:35-12:40	12:35-12:40	12:35-12:40	12:35-12:40
Instruction Block 3	12:00-1:35	12:00-1:45	12:00-1:45	12:40-1:50	12:40-1:50	12:40-1:50	12:40-1:50
Dismissal	1:35	1:45	1:45	1:50	1:50	1:50	1:50

Minimum Day Schedule	TK/Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Passing Bell	8:10	8:10	8:10	8:10	8:10	8:10	8:10
Instruction Block 1	8:15-9:30	8:15-9:30	8:15-9:30	8:15-10:15	8:15-10:15	8:15-10:15	8:15-10:15
Recess	9:30-9:45	9:30-9:45	9:30-9:45	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
Instruction Block 2	9:45-11:20	9:45-11:20	9:45-11:20	10:30-12:00	10:30-12:00	10:30-12:00	10:30-12:00
Passing to Lunch (5 min)	11:20-11:25	11:20-11:25	11:20-11:25	12:00-12:05	12:00-12:05	12:00-12:05	12:00-12:05
Lunch (30 min)	11:25-11:55	11:25-11:55	11:25-11:55	12:05-12:35	12:05-12:35	12:05-12:35	12:05-12:35
Passing from Lunch (5 min)	11:55-12:00	11:55-12:00	11:55-12:00	12:35-12:50	12:35-12:50	12:35-12:50	12:35-12:50
Instruction Block 3	12:00-1:00	12:00-1:05	12:00-1:05	12:50-1:10	12:50-1:10	12:50-1:10	12:50-1:10
Dismissal	1:00	1:05	1:05	1:10	1:10	1:10	1:10

Foggy Day Schedule	TK/Kinder	1st Grade	2nd Grade	3rd Grade	4th Grade	5th Grade	6th Grade
Passing Bell	8:25	8:25	8:25	8:25	8:25	8:25	8:25
Instruction Block 1	8:30-10:00	8:30-10:00	8:30-10:00	8:30-10:15	8:30-10:15	8:30-10:15	8:30-10:15
Recess	10:00-10:15	10:00-10:15	10:00-10:15	10:15-10:30	10:15-10:30	10:15-10:30	10:15-10:30
Instruction Block 2	10:15-11:20	10:15-11:20	10:15-11:20	10:30-12:00	10:30-12:00	10:30-12:00	10:30-12:00
Passing to Lunch (5 min)	11:20-11:25	11:20-11:25	11:20-11:25	12:00-12:05	12:00-12:05	12:00-12:05	12:00-12:05
Lunch (30 min)	11:25-11:55	11:25-11:55	11:25-11:55	12:05-12:35	12:05-12:35	12:05-12:35	12:05-12:35
Passing from Lunch (5 min)	11:55-12:00	11:55-12:00	11:55-12:00	12:35-12:40	12:35-12:40	12:35-12:40	12:35-12:40
Instruction Block 3	12:00-2:35	12:00-2:45	12:00-2:45	12:40-2:50	12:40-2:50	12:40-2:50	12:40-2:50
Dismissal	2:35	2:45	2:45	2:50	2:50	2:50	2:50

*Classes will remain on FLEX Day schedule if a foggy day occurs on a Tuesday

STUDENT DROP-OFF TIME IS 7:30 AM, Daily

BIRTHDAYS

- Items delivered to school for students will be held in the office and delivered during the last 15 minutes of the school day to minimize classroom disruptions. If you plan to bring store-bought treats or other food items for a birthday or celebration, please check with your child's teacher in advance. Please avoid balloons.

CELL PHONES

- To support student learning and well-being, personal electronic devices including cell phones, smartwatches, tablets, headphones/earbuds, and similar devices must be turned off and kept out of sight. Devices may only be used with staff permission for educational purposes or emergencies. Students may use a device when required for a documented medical need, as part of an Individualized Education Program (IEP), or during an emergency. Students who violate this policy will be subject to progressive discipline, including temporary confiscation of the device (placed in locked storage), parent notification, and parent conferences for repeated violations. Refusal to surrender a device when directed by school staff may result in additional disciplinary action.

CHILD PROTECTIVE SERVICES

- All school employees are mandated reporters under California law and are legally required to report any known or suspected cases of child abuse or neglect to the appropriate authorities. This responsibility helps ensure the safety and well-being of all children.

CLOSED CAMPUS

- To help ensure the safety and security of all students, Garfield Elementary maintains a **closed campus** during the school day, consistent with other elementary schools throughout the district. We encourage families to use our morning drop-off zone, which provides a safe and efficient way for students to arrive at school. Parents who choose to walk their child to campus are asked to say goodbye at the front entrance or cafeteria doors so students can enter campus independently.
- Once the school day begins, parents and visitors are not permitted on the playground, in hallways, the cafeteria, or restrooms unless they have checked in through the school office. Anyone visiting campus during regular school hours—for a meeting, volunteering, or other school business—must present a valid photo ID, sign in at the office, and wear a visitor's badge while on campus.

CO-CURRICULAR ACTIVITIES

- Garfield Elementary provides students with the opportunity to participate in a variety of co-curricular activities. We believe that participation in a wide variety of

activities and enrichment opportunities help students achieve balance in their academic, social, and emotional development.

COMMUNICATION

- Parents are responsible for seeking out and reviewing information disseminated through Parent Square messages, handbooks, flyers, emails, and phone calls. Please establish a routine to check your child's backpack and ask them if they need to relay any school information.
- We make a concerted effort to send all communications out in English and Spanish.
- We send a Sunday message through Parent Square that informs families of upcoming events and other important information. Our school calendar is posted on our website. Garfield's Back to School, Open House, Parent Club meetings and events, School Site Council (SSC), ELAC, parent and family classes, and family engagement events are all held throughout the year at Garfield. We will also utilize our digital marquee to post school information. Most importantly, we encourage parents to stay in contact with their child's teacher.

COMPLAINT RIGHTS

- A complaint is a written and signed statement alleging a violation of federal or state laws or regulations, which may include an allegation of unlawful discrimination, harassment, intimidation, or bullying (Uniform Complaint Procedures).
- UCP Complaints- A complaint regarding the violation of specific federal and state programs that use categorical funds such as Adult Education, After School Education and Safety, Agricultural Vocational Education, American Indian Education Centers, American Indian Early Childhood Education, Career Technical Education, Child Care and Development, Consolidated Categorical Aid, Foster Youth Services, Local Control Funding Formula and Local Control Accountability Plans, Migrant Education, Nutrition Services, Regional Occupational Centers, School Facilities, Special Education, Tobacco-Use Prevention Education, and Unlawful Pupil Fees are considered UCP complaints. UCP complaints are filed with the district superintendent or their designee (https://www.cde.ca.gov/re/cp/uc/).
- Williams Complaints- A Williams Complaint, another type of UCP complaint, regards instructional materials, emergency or urgent facilities conditions that pose a threat to the health and safety of pupils, and teacher vacancy or misassignment and may be filed anonymously. Williams Complaints are filed with the principal, or their designee, of the school in which the complaint arises. Schools have complaint forms available for these types of complaints, but will not reject a complaint if the form is not used as long as the complaint is submitted in writing. If a Williams Complaint requirement is allegedly not being met, a Williams Complaint form may be obtained at a school office or an agency/district

office (https://www.cde.ca.gov/re/cp/uc/).

Education Code 35186 requires that the following notice be made available to all and that it be posted in your child's classroom:

1. There should be sufficient textbooks and instructional materials. For there to be sufficient textbooks and instructional materials, each student, including English learners, must have a textbook or instructional material, or both, to use in class and to take home.
2. School facilities must be clean, safe, and maintained in good repair. Good repair means that the facility is maintained in a manner that assures that it is clean, safe and functional as determined by the Office of Public School Construction.
3. There should be no teacher vacancies or mis-assignments as defined in Education Code 35186(h)(1) and (2) and the district's administrative regulation AR 1312.4.
4. To file a complaint regarding any of the above matters, complaint forms can be obtained at the principal's office or district office.

CONFIDENTIALITY

- Academic, discipline, medical, and family concerns are all confidential. Family members/friends who are not legal guardians or parents may not have access to information about a student. If you need confidential information about your child, we must verify your identity in person. Depending on the situation, you may utilize Parent Square or your Aeries Parent Portal to access, verify, or change information.

DEBT POLICY

- Students are expected to take care of school property. Any student who loses or damages school property, including textbooks, library books, or athletic uniforms, may be required to clean, repair, or pay the replacement cost.
- Outstanding debts, including fundraiser balances, library fines, or other school-related fees, should be paid promptly. Students with outstanding obligations may have restricted participation in school activities until the matter is resolved. Parents who are experiencing barriers to meeting this expectation are encouraged to contact the principal.

DISCIPLINE GUIDELINES

- Parent involvement is one of the most important factors in a child's success at school. When families and schools communicate and work together, students are more likely to thrive academically, socially, and emotionally. A quality education is a shared responsibility between home and school.

DISCIPLINE- Positive Behavioral Interventions and Supports

- Our school uses a Positive Behavior Support framework to promote a safe, respectful, and positive learning environment. By teaching and reinforcing positive behaviors, we support student success, strengthen school climate, and maximize instructional time.

Our goals are to:

- aid the students in developing control of and responsibility for their own behavior.
- encourage the development of genuine respect for the rights of others.
- develop the habit of good character.
- provide and promote instructional time that is free from excessive disruption.
- ensure a learning environment that is safe, both physically and emotionally.
- encourage positive self-esteem that comes with good character.

A positive school environment should include:

- mutual respect of students and staff.
- a high regard for the dignity of all persons.
- a challenging instructional program.
- effective classroom management.
- established standards for school-wide and classroom behavior.
- a commitment to maintain an environment free from intimidation, bullying, and harassment.
- a commitment to promote positive discipline and enforce established standards of conduct.

These principles must be modeled by the whole staff and be used as the basis for developing school rules. Rules, or expectations, are essential to ensure the rights of all when any group works together. School rules work best when:

- expectations are clearly defined.
- rewards are used to reinforce appropriate behavior.
- consequences result from negative behaviors.
- rewards and consequences are applied fairly and consistently.

GARFIELD PBIS EXPECTATIONS

Roar the Four

Be Respectful Be Responsible Be Ready Be Safe

In the cafeteria, I will: ● Wait quietly in the lunch line. ● Take the correct amount of food. ● Keep the area clean. ● Say “Please” and “Thank you.” ● Chew with my mouth closed. ● Use a Level 1 voice. ● Use a fork and napkin. ● Raise my hand to ask for permission to leave my seat or go to the restroom. ● Level 0 voice when lights are out; eyes on adults. ● Keep my hands and feet to myself. ● Walk.	**On the playground, I will:** ● Freeze and melt when the bell rings; walk to my line. ● Wait my turn on the equipment, use it correctly, share it with others, and return it when done. ● Include others. ● Wait when someone else is on the slide. ● Use the bathroom and get drinks *before* the bell rings. ● Keep my hands and feet to myself. ● Walk on the cement top. ● Walk up and down the stairs, 1 step at a time. ● Play approved games.
In the restroom, I will: ● Use a pass. ● Use a Level 1 voice. ● Put paper towels in the trash can. ● Put toilet paper in the toilet and then flush. ● Wash my hands with soap. ● Do my business and go back to class/recess. ● Walk. ● Use water for washing hands only; report water on the floor. ● Report problems immediately.	**In the hallway, I will:** ● Wait quietly in the hallway. ● Keep the hallways clean. ● Say “Please” and “Thank you.” ● Walk. ● Use a Level 1 voice. ● Go directly to my destination. ● Keep my hands and feet to myself.
In the library, I will: ● Sanitize my hands prior to entering. ● Be respectful to others. ● Handle books carefully. ● Use an inside voice. ● Use shelf markers. ● Push in my chair. ● Clean up after myself.	**In the office, I will:** ● Use a Level 2 voice when entering. ● Let staff know I am in the office. ● Say “Please” and “Thank you.” ● Ask questions when I need help. ● Turn in forms/ bring my materials. ● Introduce myself- name, teacher, what I need.

● Return my books on time. ● Keep food and water away from materials. ● Listen for instructions. ● Enter quietly and walk calmly. ● Bring supplies when requested. ● Keep my hands and feet to myself.	**In the Nurse's Office, I will:** ● Wait for my turn. ● Have an indoor voice. ● Respect people's privacy. ● Follow instructions. ● Introduce myself and let the nurse know the reason for being there. ● Keep my hands, feet, and objects to myself.
In the classroom, I will: ● Be on time. ● Eat breakfast before arriving. ● Bring my materials. ● Sit in a learning position. ● Keep my hands and feet to myself. ● Use a Level 0 voice when the teacher is talking. ● Raise my hand to respond or ask a question. ● Only use my own materials (unless they are shared materials) and keep them where they belong. ● Do my work quietly and to the best of my ability. ● Ask questions when I need help. ● Turn in classwork and homework. ● Take care of books and supplies.	**In the Drop-off/ Pick-up area, I will:** ● Use a Level 1 voice. ● Wait my turn. ● Use the crosswalk and obey traffic laws. ● Use the restroom before the bell rings. ● Wait until all vehicles stop.

Here are ways we encourage students to problem-solve when they experience conflicts with their peers:

- When you're upset, take a break- walk away, take some deep breaths, count to 10, think of a funny story, get a drink, or do some stretches. Remind yourself that you are capable of handling difficult problems!
- Actively listen to the other person and then explain how it makes you feel ("I feel sad when you___ because ____...").
- Brainstorm solutions like taking turns or agreeing on a whole different option or activity.
- STOP, WALK, TALK strategy- If someone is bothering you, say, "Stop!" and walk away. If that person continues, report to an adult for support.
- Ask, "Was that on purpose or an accident?" or "Why did you do that?" or "I heard that you ___. Is that true?" before jumping to conclusions and reacting with

unkind words or actions.
- Apologize if you hurt someone by accident or on purpose.
- Be an upstander, not a bystander. If you see unkind behavior, say, “Stop! That’s not nice!” Help the victim by offering to play or talk in a new location. If needed, report to an adult.
- Ask an adult for help if you feel unsafe or need guidance on how to handle a difficult situation.

SCHOOL-STUDENT-PARENT COMPACT

Garfield Elementary School commits to:

Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:

- Teach the curriculum designed for each grade level as outlined in the district grade-level expectations and the state frameworks for Common Core Standards.
- Utilize state, district and local assessment data to drive instruction and identify individual student needs.
- Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child’s achievement.
- Monitor student progress and learning; provide parents with frequent reports on their children’s progress, including by providing Semester/ Trimester Report Cards and Progress Reports.
- Create a welcoming, encouraging, supportive and positive learning environment that promotes high expectations.
- Provide a safe and orderly learning environment.
- Provide professional development to administrators, teachers, support staff, parents and community members.
- Provide students with resources and materials designed to support their learning.
- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities, following district guidelines and expectations for these activities.
- Provide communication between parents and staff, to the extent practicable, in a language that parents or family members can understand.
- Collaborating with parents by providing parent engagement activities to help parents learn strategies to support their children and to participate in various parent groups. These may include: School Site Council, English Learners Advisory Committee, Parent Club, Parent University, Coffee with the Principal, and site parent workshops.

- Provide parents with opportunities to meet with their child's teacher(s) by scheduling an appointment during non-instructional time. Staff may be contacted via phone or email.
- Provide parents with Parent Portal support.

We believe that parents are the "key" to making school a successful experience for your child. Parent engagement and participation in a child's education is essential.

Parents commit to the following for their child:

- Provide my child with a quiet area in which he/she can attend virtual classes and/or complete school assignments.
- Ensure that my child arrives at school and/or joins virtual classes on time.
- Notify my child's teacher and school if my child is experiencing connectivity issues that make it difficult or impossible for him/her to join virtual classes.
- Encourage my child to read daily.
- Talking to my child about their grades and/or utilizing the parent portal to monitor my child's progress.
- Contacting my child's teacher(s) or other school staff if my child is in need of assistance or support with his class work or social-emotional needs.
- Attending parent conferences, parent training and other school events to support my child's educational experience.

Our students are our priority and their success is our goal. Each student is an important part of our school and together, we will ensure every child reaches their full potential.

Students commit to the following:

- Complete all of their class assignments and all of their homework.
- Follow the classroom and school rules, including while attending virtual classes.
- Respect other people, property and the school community.
- Ask for help when I don't understand something or are experiencing something I need help with.
- Inform my parents and teachers if I am having difficulty connecting to virtual classes.
- Read every day.

MINOR vs. MAJOR DISCIPLINE REFERRALS

- Minor referrals are used to inform the student, teacher, and parent of infractions. This allows us to work together to support positive behaviors that lead to student success.
- Major referrals are issued for more serious infractions. An administrator will contact the parent after the investigation is complete to discuss the situation,

consequences, and follow-up support.

Minor Referral Offenses		**Major Referral Offenses**	
Inappropriate Language	low-intensity instance of inappropriate language	Abusive Language/ Inappropriate Language/Profanity	includes swearing, name calling, inappropriate use of words
Defiance/Disrespect/ Non- compliance	brief or low-intensity failure to respond to adult requests	Defiance/ Disrespect/Non-compliance	refusal to follow directions, talks back/is extremely rude
Disruption	low-intensity, but inappropriate disruption	Disruption	causes an interruption in an activity such as talking loudly/yelling/screaming, making noise, roughhousing
Technology Violation	non-serious but inappropriate use of technology (e.g. being off-task or searching slightly inappropriate sites)	Technology Violation	inappropriate use of technology such as viewing explicit material or purposely using another student's account
Property Misuse	low-intensity misuse of property	Engaging in Arson/Bomb Threat/Vandalism	
Physical Contact/Physical Aggression	non-serious, but inappropriate physical contact	Physical Aggression/Fighting	serious physical contact where injury may occur
Minor Referral Offenses		**Major Referral Offenses**	
Other	non-serious problem behaviors that do not fall within the other categories	Other	severe problem behaviors that do not fall within the other categories
		Lying/Cheating	Intentionally violates

		rules
	Use of or possession of Alcohol/ Drugs/Tobacco/ Weapons/ Combustibles	
	Theft	stealing someone's property
	Harassment/ Bullying	delivers disrespectful messages to a person that includes threats and intimidation, obscene gestures, pictures, or written notes

Behavior Support:

Garfield Elementary is committed to helping students learn from their mistakes while maintaining a safe, respectful, and positive learning environment. For minor behavior concerns, discipline is progressive in nature. Teachers use classroom management systems and provide students with reminders, redirection, and opportunities to correct their behavior before issuing a referral, unless the behavior is more serious.

Consequences are designed to be instructional and may include loss of a privilege or preferred activity, a break from the classroom, a change in seating, reflection activities, restorative practices, repairing any harm caused, an apology, parent contact, or other appropriate interventions. Each consequence is intended to help students take responsibility for their actions and make positive choices in the future.

More serious or repeated behaviors may result in an office referral. In addition to the interventions listed above, office referrals may involve more significant consequences, including longer-lasting loss of privileges or other administrative actions.

Recess is an important part of every student's day and provides valuable opportunities for exercise, play, and social development. However, if a student's behavior creates a safety concern, such as physical aggression toward others, alternate supervised activities may be provided in place of regular recess until it is safe for the student to return.

Parents will be notified whenever their child receives a referral. We encourage families to partner with teachers and administrators to support positive student behavior and

address any concerns.

STAFF YARD DUTY RESPONSIBILITIES

When on duty, staff circulate in order to fulfill a threefold purpose (R.A.D.):

REASSURANCE – Be alert in case someone is injured or threatened with injury. When the students see that an adult is there, watching, they feel safe.

AFFIRMATION - Greet students and give encouragement to students by name. Students thrive on personal recognition. Look for opportunities to hand out positive incentives.

DETERRENCE –Remind students to act safely and kindly.

- When on duty, supervision staff enforce school and playground rules fairly and consistently.
- When necessary staff may issue a minor or major referral, and have been trained to do so.
- Some situations are more serious than others. The playground supervisor must make decisions based on the circumstances.
- Various strategies may be used to deter or correct behavior prior to writing a referral.
- For low-level behaviors, a Minor referral may be written.
- For Major referrals, staff fills out a major when attempts to correct a student's chronic misbehavior have not been successful or when an action by a student is determined to be severe. This includes disrespect to the teacher or aide, bullying, intimidation or harassment, violence against another student or school employee, gross vulgarity or profanity, etc. These are Major Referrals.

ADMINISTRATOR RESPONSIBILITIES

- Support teachers and supervisors in implementing their classroom/playground positive behavior plans.
- Communicate behavioral expectations and school and playground rules clearly to the students.
- Work with referred students to help them accept responsibility for their behavior and to respect the rights of others.
- Inform parents of school behavioral expectations through the parent handbook, articles in the school newsletter, personal contacts, and parent engagement opportunities.
- Provide school wide incentives for, and recognition of, positive behavior.
- Suspend students from school when appropriate.

RULES: These are stated in negative terms and provide clarity to families.

The following are NOT permitted

1. Disrespect for adults or children.
2. Bullying.
3. Bad language.
4. Play or real fighting and dangerous games (such as tackling).
5. Throwing sticks, stones or sand.
6. Leaving the play zones or school campus without permission.
7. Climbing trees and fences.
8. Chewing gum or Littering. (All litter is to be disposed of in an appropriate container.)
9. Playing behind buildings, in hallways, in bathrooms, or going beyond the yard 'play zones'.
10. Using water from sinks or drinking fountains for games.
11. Inappropriate use of school computers or the Internet connection.
12. Inappropriate clothing per the district dress code policy.
13. The following items may NOT be brought to school: (this is an incomplete list of examples)
    - toys, equipment, games, balls, radios, hand-held electronic devices, or other electronic equipment. The school cannot be responsible for any possessions that are lost or broken.
    - dangerous implements such as pocket knives, matches, fireworks, toy or real guns, any controlled substance (including products containing tobacco or alcohol, etc.). These are suspendable behaviors.
    - skateboards, skates or roller blades, roller shoes (Skateboards may not be ridden on any S.U.S.D. campus at any time.)
    - more than a small amount of pocket money. It can be lost or stolen.

BULLYING, INTIMIDATION, AND HARASSMENT

Garfield Elementary is committed to providing a safe, respectful, and inclusive learning environment for all students.

- **Bullying** is repeated, intentional behavior that hurts, intimidates, or excludes another person. Bullying may be physical (hitting or pushing), verbal (name-calling or teasing), social (spreading rumors or leaving someone out on purpose), or online (cyberbullying).
- **Harassment** is unwanted words or actions that make someone feel threatened,

embarrassed, or unsafe because of who they are or a protected characteristic, such as their race, religion, disability, sex, or other legally protected status.

- Students are encouraged to report bullying or harassment to a trusted adult verbally, through Sprigeo (www.selmausd.org), or by placing an anonymous note in our reporting boxes. All reports will be taken seriously and addressed promptly. We encourage all students to be respectful, include others, and be upstanders by speaking up and seeking help when they see someone being mistreated.

RECOGNITION

- Grizzly Bucks- Students earn Grizzly Bucks for "Roaring the 4" and may go to the Paw Store to purchase items using Grizzly Bucks.
- Paw Parties- Each month, students who receive no more than 1 minor referral and no major referrals will participate in a fun activity.
- Student of the Month- Each month, teachers select 1-2 students who are excellent role models. The principal acknowledges them during morning announcements, and Mr. Diaz provides them with a certificate and prize coupon.

Selma Unified School District Dress Code Information

- Students are expected to dress in a manner that is safe, appropriate for school, and does not disrupt the learning environment. Clothing should be clean, modest, and in good repair.

The following guidelines apply:

- Clothing must fully cover undergarments and should not expose the midriff, chest, or back. Spaghetti straps, tube tops, halter tops, off-the-shoulder tops, and see-through clothing are not permitted.
- Shorts, skirts, dresses, and skorts must be at least mid-thigh length and not excessively torn or revealing.
- Pants and shorts must be worn at the waist and fit appropriately. Excessively oversized, sagging, or torn clothing is not permitted.
- Leggings or tights may be worn only under dresses, skirts, shorts, or tunics.
- Students must wear closed-toe or securely fastened shoes that are safe for school activities. Flip-flops and backless sandals are not permitted.
- Clothing, jewelry, or accessories displaying profanity, violence, drugs, alcohol, tobacco, sexual content, gang affiliation, or other inappropriate messages or images are prohibited.
- Hats may be worn outdoors for sun protection but must be removed inside school buildings unless otherwise authorized.

- Pajamas may only be worn on designated school spirit days.
- Clothing, accessories, hairstyles, or jewelry that create a safety hazard or substantially disrupt the educational environment are not permitted.

School administrators have the final authority to determine whether clothing or grooming is appropriate for school. Students who do not meet the dress code may be asked to change clothing or make other arrangements before returning to class.

EXPANDED LEARNING PROGRAM (ELP/ ELOP)

- The After School Program at Garfield provides a safe and healthy learning environment for children from the end of the school day until 6:00 p.m. This program is available to families with children attending any grade level. Once the class is full, students will be placed on a waitlist and will be called back based on this waitlist. Students are offered supper and are supervised while completing program components including academic enrichment and homework completion opportunities. Students will follow rules outlined in after school expectations. Failure to adhere to these policies will result in consequences up to removal from the program. Applications and more information is available on our school website under the "Parents" section. Click on "ELOP." Elizabeth Buenrostro, Site Lead, may be reached at 559-856-1025 or via email at elizabeth.buenrostro@selmausd.org.

EMERGENCY DRILLS

- In the event of an intruder on campus who may threaten the safety of the students or staff, the police are to be notified first. Protocol is to be followed for safety. Emergency announcements will be used through Parent Square, and we will use a digital platform to account for all students. Students are to report to the designated location and remain quiet and hidden until safe to exit.
- Fire drills are held monthly. During a fire drill, students are to line up single file without talking, proceed straight out to the field area, and line up in the designated area by class. Once on the yard, students are to remain quiet until the all-clear bell is sounded.
- Evacuation maps and district Emergency Procedure Guidelines are posted.
- For all other drills, we refer to our district protocols.
- Parents are asked to cooperate with all school personnel in the event of a real emergency.

In a real emergency, parents will be required to SIGN-OUT their child for safety and accountability. This will TAKE HOURS to complete. Example scenarios include checking out children from classrooms or alternate designated locations.

Contact Information on Aeries:

Please keep Aeries contact information up-to-date. It is very important that we have a telephone number where we can reach you or someone you designate in case of an emergency.

If you have a block on your telephone, please ensure that Garfield School's telephone number is on your list of numbers that are automatically accepted.

Only those adults whose name appears on your Aeries contact list may sign a student out of school.

FOOD SERVICES

- A daily breakfast and lunch are offered to all students at Garfield School at NO COST. Students in ELP (after school program) are also offered free supper. Breakfast is served from 7:30 – 8:05 daily.
- If you are dropping off lunch after school starts, you must go to the office and fill out a paper with your child's name on it to ensure that your child gets the lunch box. Please communicate with your child in advance that you are dropping off lunch in the office. Sodas are not permitted.

GRADING POLICY

- Garfield students in grades TK - 2 are graded on the following scale:

  Effort

  E = Excellent

  S = Satisfactory

  I = Improving

  N = Needs to improve

  U = Unsatisfactory

- Garfield students in grades 3 - 6 are graded on the following scale:

Effort	**Academic Progress**
E = Excellent	A = Outstanding work
S = Satisfactory	B = Above average work
I = Improving	C = Average work

N = Needs to improve	D = Below average work
U = Unsatisfactory	F = Failing work

HOMEWORK

- You can help your child succeed by providing a regular time and quiet place to complete homework. Parents play an important role by encouraging good study habits, limiting distractions such as television and electronic devices, and checking in on completed assignments. Talking with your child about school and what they are learning each day reinforces the importance of education and supports academic success.

INTERVENTION

- Garfield Elementary is committed to meeting the academic and behavioral needs of every student through a Multi-Tiered System of Supports (MTSS). All students receive high-quality instruction and support in the classroom (Tier I). When additional support is needed, teachers collaborate with parents, administrators, and specialists to identify appropriate interventions.
- Support is provided through a progressive process, with increasingly targeted interventions at Tiers II and III based on each student's needs. Student progress is monitored regularly to ensure interventions are effective. Our Tier Team uses multiple sources of data to identify students who would benefit most from additional academic or behavioral support and to determine the appropriate services.

LIBRARY

- Our school library provides students with access to books, digital resources, and other learning materials that support reading and research. Our library technician helps students develop library and research skills, teaches responsible use of print and online resources, and promotes a safe, respectful learning environment in the library.
- Students are responsible for returning library materials on time and caring for them properly. If an item is lost or damaged, families will be responsible for the replacement cost. Please return damaged books to the library for repair rather than attempting to fix them at home. If your child has outstanding library fees, please contact the library staff for assistance.

LOST AND FOUND

- Our school maintains a Lost and Found for misplaced items. To help return belongings quickly, please clearly label coats, sweaters, backpacks,

lunch boxes, water bottles, and other personal items with your child's name. Unclaimed items will be donated to charity after providing families with time to claim items.

MEDICATION

- If it is necessary for your child to have medication at school, contact the health office. All medicines must be kept in the health office in their original pharmacy container.

SARB – School Attendance Review Board

- **Every school day matters.** Regular attendance is essential to student learning, academic success, and building positive school habits.

- California law requires all children ages 6–18 to attend school regularly. A student is considered **truant** after three unexcused absences, three unexcused tardies of more than 30 minutes, or any combination of the two in a school year (Education Code 48260).

- When attendance concerns arise, our school works closely with families to improve attendance through communication and support. School staff, including teachers, counselors, nurses, and administrators, may partner with families to identify barriers and develop solutions.

- If attendance does not improve after school-based interventions have been exhausted, the student and family may be referred to the **School Attendance Review Board (SARB)**. SARB works with families to address attendance concerns and help students return to regular school attendance. Continued failure to comply with California's compulsory attendance laws may result in additional action as provided by state law.

SUPERVISION

- Students may not enter the school campus before 7:30 A.M. since there is not adequate supervision until that time. Please note that all students are to enter through the front doors of the school and wait in the cafeteria until yard supervision begins on the playground at around 7:45 A.M. The school office opens at 7:30 A.M. to meet parent and student needs.
- When school is out, students not participating in the after school program must be picked up promptly or go straight home**.** All students are expected to have a familiar routine each day after school. The school is responsible for your child until they arrive safely home. Please do not allow your child to decide from day to day whether they want to walk home or ride the bus or go

home with a friend. The school must be advised of any changes to your child's after school means of getting home by written note or a call to the office. Students may not stay on the campus, unless supervised by an adult. In the event of an emergency, please notify the office if you will not be able to pick up your child on time.

- Parents who wish to have a student excused early must come to the office to sign the student out. The child will be called from the classroom. Under no condition can a child leave the school grounds during the school day without checking out through the office.

TRANSPORTATION

- Bus transportation is a service offered by the Selma Unified School District to students living beyond the established walking distance to school. Parents may contact the transportation department to determine if they are eligible for services and enroll. To ensure a safe and positive ride, students are expected to follow all bus rules and the directions of the bus driver at all times, including on field trips.

Students should:

- Arrive at the bus stop at least 10 minutes early and wait safely and respectfully.
- Board and exit the bus in an orderly manner.
- Remain seated while the bus is moving.
- Treat the driver, other students, and the bus with respect.
- Keep aisles and emergency exits clear.
- Keep hands, feet, and objects inside the bus at all times.
- Help keep the bus clean and free of damage.

To help maintain a safe environment, students may not:

- Use profanity, bully, fight, or engage in behavior that distracts the driver.
- Eat, drink, vape, or use tobacco products on the bus.
- Use cell phones or other electronic devices except in an emergency or as authorized by school staff.

Students who do not follow bus expectations may receive school disciplinary consequences, including the temporary or permanent loss of bus riding privileges. Families will be notified of serious or repeated behavior concerns.

VOLUNTEERS & VISITORS

- Visitors are required to check in with the office and receive a visitor's badge prior to entering school grounds. The system requires all visitors to provide a driver's license.
- All classroom/field trip volunteers/chaperones need to complete a district form every year and be Board approved. Teachers will send links to the Volunteer Form at the beginning of the year. We will keep it on file in the front office and refer to it, should you decide to volunteer for school activities through the approved school year. If you do not have a completed and approved volunteer form 1 week prior to the volunteer event, you may not be able to participate in the desired event. Please ensure ample time for volunteer form approval. Chaperones for overnight field trips are required to be fingerprinted in advance.