

GRANT COMMUNITY HANDBOOK

2026-2027

GRANT'S MISSION STATEMENT

At Grant CEA, we strive to develop high academic achievement and positive social skills in an equitable learning environment, building a foundation for future success for all students. Integrating the arts into all core subject areas provides opportunities for self-expression, collaboration, and interdisciplinary learning.

2510 N 11th St
Tacoma Washington 98406
Telephone: (253) 571-5400 FAX: (253) 571-5425

Dr. Constance Daw, Principal

PARENT/STUDENT HANDBOOK REVIEW

Parent Signature:_____

Student Signature:_____

Date:_____

Please return a copy of this page to your classroom teacher. This will serve as reference that you have read and reviewed this handbook from beginning to end with your student.

TPS NONDISCRIMINATION STATEMENT

Tacoma Public Schools does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination:

- Civil Rights Coordinator: Tiffany Davis-Brantley, 253-571-1252, civilrights@tacoma.k12.wa.us
- Title IX Coordinator: Wayne Greer, 253-571-1191, wgreer@tacoma.k12.wa.us
- 504 Coordinator: Elise Friedrich-Nielsen, 253-571-1065, efriedr@tacoma.k12.wa.us

Mailing address: P.O. Box 1357, Tacoma, WA 98401-1357.

LETTER FROM PRINCIPAL

Greetings Grant Family,

I send greetings from the ancestral lands of the spuyaləpabš – Lushootseed for the Puyallup Tribe. I want to take a moment to acknowledge the people who have made this land their home since time immemorial; who have survived despite generations of intentional harm and displacement in, for and of this land; and who seek to continue with strength and love in community for generations to come.

I would also like to acknowledge each of our forecestors, who found ways to bring each of us forward to this place, space and time. Our stories are rich – I look forward to hearing your stories and sharing mine.

Grant CEA is a wonderful community. Thank you, Everyone, for choosing to spread kindness as we care for the next generation together. This is the Grant Way, and I am blessed by your lovingkindness.

It is my desire to be a blessing to you and to your family as well. I work in schools because I believe in the power of community to come together and support the wellbeing of generations. I believe that public education can be a space for democracy fueling, equality seeking, community organizing, and joy generating. As an educator-leader, I seek to create opportunities within our community that facilitate deep learning for our children and build a sense of kinship among our families. I hope to support children as they grow, families as they raise the future generations of community leaders, and teachers as they educate the brilliant young people of Tacoma.

The Grant Way is a social emotional framework that supports a safe and supportive learning community. Grant students and staff have shared to me that the Grant Way – to be safe, respectful, responsible and kind – is core to the culture of the school and key to the wellbeing of all. This year, we will support the Grant Way in our interpersonal interactions, daily classroom meetings, PBIS structures and arts integration opportunities. Our community will positively reinforce lovingkindness, empathy and positive regard for one another. Let’s connect – do you have ideas to reinforce our culture of lovingkindness?

In classrooms, our teachers will implement The Grant Four: Purpose – communication of learning targets; Student Engagement – opportunities and support for participation and meaning making; Curriculum & Pedagogy – use of scaffolds; Assessment for Student Learning – teacher use of formative assessment. These four pedagogical foci will be common to all learning spaces, allowing students the opportunities for radical and conscientious learning. This year, we will emphasize Academic Partnership between students, families and the instructional staff so we can support great learning for every child. I want to know what Academic Partnership looks, sounds and feels like for you – how best can we support you and your child academically?

At Grant CEA, the Expressive Arts are our catalyst for accessing our students' vast intellective capacities. Through creative processes, we can delve deep into our collective knowledges, approximate complex problem-solving, build confidence and vocabulary, and even discover that which was previously unknown. I am excited to join a school that embraces the arts as a meaning-maker. This year, we will have community projects that use the arts to help us grapple with challenges within our communities and find ways – both big and small – to support the wellbeing of all.

I am so honored to be a member of the community of Grant Center for the Expressive Arts! I am eager to get to know you and your family. Please feel free to reach out to me, visit with me, and level with me – I value feedback shared in love. I will endeavor to be responsive, supportive and fair, to have a relationship with each Grant student, and lead with a positive spirit.

With Love,

Dr. Constance Daw (she/her)
Principal
Grant Center for the Expressive Arts

PBIS Positive Behavior Intervention and Support

Be Safe	Be Respectful
Be Responsible	Be Kind

What is PBIS?

Positive Behavior Interventions & Supports (PBIS) is a District-wide initiative for creating a safer and more effective learning environment. This approach teaches students to be responsible, respectful, safe, and kind. PBIS is a highly researched and evidence-based system for teaching behavioral expectations throughout the school, as well as other environments. PBIS supports the safety and success of ALL students.

GRANT CEA'S PBIS PURPOSE STATEMENT

The purpose of implementing Positive Behavior Interventions and Supports at Grant is to:

- We create a sense of community between home and school
- We increase positive behaviors throughout our school
- We create consistent language, expectations, and natural consequences
- We gather and use data to guide decision-making
- We raise student achievement

TWCI SCHOOL-WIDE MATRIX

	Be Safe	Be Respectful	Be Responsible	Be Kind
Arrival	Avoid playground equipment Cross streets with Crossing Guard Use walking feet	Voice Level 0-3 Respect Crossing Guards Exit vehicles in drop-off quickly and quietly	Arrive prepared for school Remain in line	Warm greetings Caring conversations
Assembly	Enter café safely and quietly then go to your designated seating area Keep legs/arms in own space	Voice Level 0 during assembly Only clap when appropriate	Quiet feet during assembly Stand/sit quietly during the Pledge of Allegiance	Be an active listener to the performer/speaker Follow the rhythm of the performance
Bathroom	Feet on floor Water off floor Only one person in a stall at a time Leave lights on	Voice Level 0-1	Go Flush Wash Leave	Pick up litter Wait in line Maintain privacy
Bus Line Up	Stay in line Keep hands, feet and belongings to self Walk to bus when directed	Voice Level 0-2 Body bubble Keep food in bag/backpack	Check for all belongings Line up in assigned areas Leave space for others to pass	Hold doors for others Caring conversations

Café	Always walk Safe hands Raise hand for help Remain seated until dismissed Eat your own food	Voice Level 0-2 Table manners Raise hand for help Respond to Quiet Signal Listen for adult voices	Keep café clean Only take what you need Always walk	Be a friend in line Say Please and Thank You Allow others to sit by you Caring conversations
Courtyard	Walking feet Use stairs appropriately	Voice Level 0-2 Quiet waves	Stop and wait at stopping points	Hold doors for others Caring conversations
Hallway	Body bubble Walk Stop points	Voice Level 0	Stay in line Stay to the right Keep place in line	Patient Hold doors Smile Wave
Office/Health Room	1 person escort with health room patient Walking feet	Voice level 0-1 Use please and thank you and good manners	Bring pass from teacher, yellow sheet explaining visit to the health room. If in café, have a pass Escort should immediately return to class once they have checked in with the Nurse	Wait to be greeted by Nurse and explain the reason for the visit. Respect other's privacy while they are resting or being helped.

Playground	Always report bullying & emergencies Hands & feet to self Climb down play structures Stay in outlined playground area Use all equipment appropriately	Voice Level 0-4 Take turns Play by the rules Protect our plant life	Own mistakes & help to fix them Return equipment quickly Ask adult before leaving play area Line up on time	Good sportsmanship Include others Share equipment Caring conversations
Dismissal	Check-out with teacher before leaving Avoid playground equipment Cross streets with Crossing Guard	Voice Level 0-3 Respect Crossing Guards Enter vehicles in drop-off quickly and quietly	Leave with all belongings Keep environment tidy	Warm goodbyes Respect the Right of Way

BE STATEMENTS REVIEW

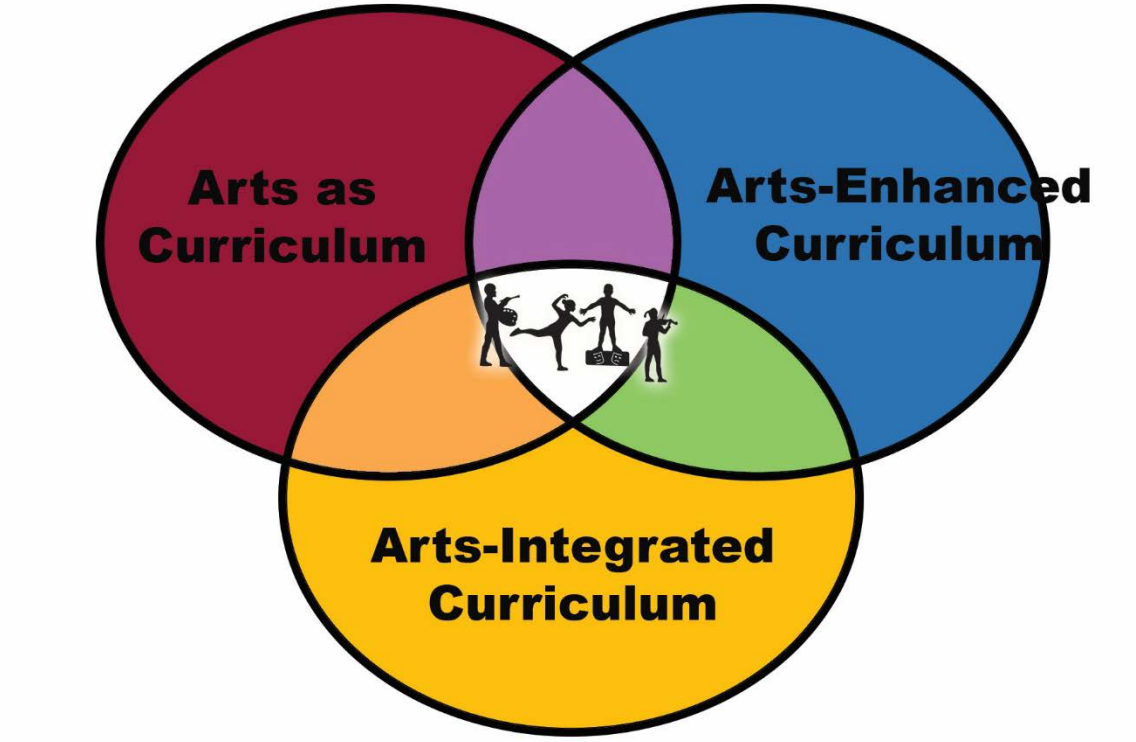
Grant CEA Parents,

As part of the PBIS process, we will revisit our school-wide expectations throughout the school year. Please review with your child what each of the “Be” statements mean at school and at home.

At Grant, I will:

Be Safe	
Be Respectful	
Be Responsible	
Be Kind	

ARTS INFUSION AT GRANT



DEFINITION

Art as Curriculum

If a school has a music, art, drama, or dance teacher, their approach is most likely and primarily Arts as Curriculum. Students develop knowledge and skills in a particular art form. Often referred to as “arts learning” or “art for art’s sake,” the programs are guided by national, state, or local standards for each of the art forms. For example, in visual arts, students learn the content, processes, and techniques for two- or three-dimensional work. They learn how the visual arts developed and changed throughout history, and engage in creating and analyzing works created in a variety of media.

Arts-Enhanced Curriculum

When the arts are used as a device or strategy to support other curriculum areas, but no objectives in

the art form are explicit, then the approach is called Arts-Enhanced Curriculum. For example, students sing the ABCs as a means to other ends—remembering the letters and sequence of the alphabet. However, students are not usually expected to learn about melody, song structure, or develop specific singing skills.

Arts-Enhanced Curriculum acts as a "hook" to engage students in learning content. Additionally, teachers need little or no training in the art form. Arts-Enhanced Curriculum is often mistaken for Arts-Integrated Curriculum or a distinction is not made between the two.

Arts-Integrated Curriculum

In Arts-Integrated Curriculum, the arts become the approach to teaching and the vehicle for learning. Students meet dual learning objectives when they engage in the creative process to explore connections between an art form and another subject area to gain greater understanding in both. For example, students meet objectives in theater (characterization, stage composition, action, expression) and in social studies. The experience is mutually reinforcing—creating a dramatization provides an authentic context for students to learn more about the social studies content and as students delve deeper into the social studies content their growing understandings impact their dramatizations. For Arts-Integrated Curriculum to result in deep student understanding in both the art form and the other curriculum area, it requires that teachers engage in professional development to learn about arts standards and how to connect the arts to the curriculum they teach.

- "Defining Arts Integration" by Lynne B. Silverstein and Sean Layne © 2010, The John F. Kennedy Center for the Performing Arts

ARTS INFUSION AT GRANT	Connections are made between a specific art form and a specific subject area.
ARTS IMPACT	Arts Impact – Supporting Culturally Responsive, Arts-Infused Education (arts-impact.org)
ELA	K-12 Education Curriculum – Savvas Learning Company Common Core State Standards for English Language Arts & Literacy in History/Social Studies, Science, and Technical Subjects (ccsso.org)
MATH	Common Core State Standards for Mathematics (ccsso.org)
SCIENCE	Home Page | Next Generation Science Standards (nextgenscience.org) FAQ – Mystery Science Support Center STEM and Arts-infused Learning (arts-impact.org) STEM and Arts-infused Learning is a U.S. Department of Education Arts Education Model Development and Dissemination grant for 2014-2018. The four-year project is a partnership of Puget Sound Educational Service District's Arts Impact program, Seattle Public Schools, and local arts organizations. The project is integrating standards based dance, theater, and visual arts with STEM subjects. In addition, it is investigating the impact of Project Based Learning on student engagement and arts-infused teaching and learning.
SOCIAL STUDIES	Washington State K–12 Learning Standards for Social Studies (www.k12.wa.us) inquirED | Inquiry-Based Social Studies

	Since Time Immemorial (STI) | OSPI (www.k12.wa.us)
ART	Arts K–12 Learning Standards | OSPI (www.k12.wa.us) Dance Standards (www.k12.wa.us) Media Arts Standards (www.k12.wa.us) Music Learning Standards (www.k12.wa.us) Theatre Learning Standards (www.k12.wa.us) Visual Arts Standards (www.k12.wa.us)
SEL	SEL Standards, Benchmarks and Indicators (www.k12.wa.us)

SCHOOL SCHEDULE K-5

Monday Tuesday Thursday Friday	Wednesday Late start	Early release time
9:00 a.m. –3:30 p.m.	**10:00 a.m.–3:30 p.m.**	**12:15 pm**

ARRIVAL TIME

Students MAY NOT arrive on campus before 8:50 a.m. and on Wednesdays 9:50 a.m.

EXCEPTION: Crossing guards are allowed to arrive on Grant campus by 8:40 a.m.

This applies to all students whether they are walking or being transported to school.

CLOSED CAMPUS

Grant CEA is a closed campus. This means that from 9:00 – 3:30 all persons must check in through the main office. Instruction begins at 9:00 a.m.

ATTENDANCE MESSAGE LINE

Please call our office each time your child is absent or tardy. The main office attendance line is (253) 571-5400. Please call before 9:00 AM the day of the absence.

TARDINESS

Bell Schedule

8:50 a.m. Student arrival	**8:55 a.m.** Lineup Bell – Teacher Collects students	**9:00 a.m.** Tardy bell rings and breakfast begins

A student is considered tardy when not at his/her desk by 9:00AM.

Tardiness results in loss of valuable learning time.

Punctuality is appreciated.

Students whose bus arrives late will not be considered tardy.

If students are tardy, a parent will need to accompany or inform the office.

DISMISSAL EXPECTATIONS

All students are dismissed at 3:30 p.m. Your child's teacher will inform you of the pick-up location.

Students must be off campus by 3:45 p.m. (Gates are locked at this time)

THERE IS NO SUPERVISION FOR STUDENTS BEFORE 8:50 A.M. AND AFTER 3:45 P.M.

The YMCA offers before and after school childcare for a fee. Contact the YMCA @ (253) 278-6885 for more information.

STUDENT DROP OFF PICK UP AREAS

When dropping off or picking up students before and after school, please note:

- Do not park in the **"Bus Loading Zone!"**
- Drop off must occur at the back gates on N. 10th St ONLY.

REMEMBER…

- Speed limit in ALL school zones is **20 MPH**
- For the safety of students, please find a legal parking place and wait for your child.
- Due to student safety avoid stopping in the street, driveways, and crosswalks to pick up AND drop off students.
- Do not have your child cross mid-block. All students MUST use crosswalks for their safety.

STUDENTS LEAVING DURING SCHOOL HOURS

If it is necessary for you to take your child out of school during the school day, it is required that you come to the office and sign them out. Students will not be dismissed mid-day without a parent. Students will be dismissed to the office as soon as the parent/guardian arrives in the school office.

If a person other than the parent/guardian is picking up a student from the school, for safety reasons, a written note or phone call is REQUIRED from a person on the contact list, as well as identification from the person picking up the student.

Messages received after 2:15 pm cannot be guaranteed to reach your student before dismissal time. Late calls, such as team practice changes or cancellations, cannot be assured of reaching students.

SAFETY PATROL

The crosswalks at N. 11th & N. 10th have student patrols at the following times: 8:45 – 9:00 a.m. and 3:30 – 3:45 p.m.

TRANSPORTATION

First Student Transportation provides Grant's bus transportation. First Student Transportation phone number is (253) 272-7750.

WASHINGTON STATE POLICY REGARDING ATTENDANCE

According to Washington State Law (RCW 28A.225.010), all school-age (8-18, as per the RCW) children are required to be enrolled and attend public school unless the superintendent approves permissible exceptions. State law requires that parents/guardians be informed annually of the school districts responsibility to enforce this compulsory attendance requirement. Tacoma Public Schools has explained Attendance Procedures thoroughly in Board Policy 3122 and 3122R. Please refer to it if you have any questions.

(continued on following page)

Residing within the Grant attendance area:

- (2) Unexcused absences – Warning letter sent
- (3) Unexcused absences – Meeting with Principal (Physician's note required)
- (5) Unexcused absences – BECCA court proceedings filed

Residing outside the Grant attendance area:

- (2) Unexcused absences – Warning letter sent
- (3) Unexcused absences – Meeting with Principal (Physician's note required)
- (5) Unexcused absences – Student will be asked to return to their "home" school. BECCA court proceedings filed

LUNCH PROCEDURES	Students may bring a lunch from home or receive one from school. Due to student safety, students are **NOT** to share their lunches There are designated areas in the Café for students with food allergies
CLASSROOM EXPECTATION PLAN	Each teacher develops and maintains a PBIS-based classroom matrix that is sent home with students at the beginning of the school year. Student behavior and expectations are clearly defined. Students have the responsibility to follow PBIS standards.
REDIRECTION	Redirection for misbehavior is to be progressive and appropriate for the situation. Grant CEA's procedures comply with Student's Rights and Responsibilities as delineated by Tacoma School District Policy and Washington State Administrative Code. Logical consequences for misbehavior will be determined by the supervising adult and/or principal. Bus and playground misbehavior consequences may begin with a warning, time-out, loss of recess time, and/or referral to the principal. Consequences for more serious or chronic misconduct may include restriction from non-academic activities, parent-school conference, in-school suspension, service work, or out-of-school suspension.
REDIRECTION PROCEDURES	Staff will follow Grant CEA's PBIS-based plan, tracking behavior using an electronic referral system provided by Tacoma Public Schools.

Depending upon the severity of the incident, an administrator may advance the student to a higher level in the disciplinary procedure steps.

RESPONSIBILITY TO BEHAVIOR IN LEVELED INTERVENTION

Tier 1 (Handled by classroom teacher)	**Tier 2** (Handled by classroom teacher-seek support/stop partner)	**Tier 3** (Handled by administration)
Be Kind (unkind behavior) ➲ Swearing ➲ Name calling ➲ Teasing ➲ Verbal argument (students)	**Be Kind** (unkind behavior) ➲ Chronic Tier 1 ➲ Harassment (taunting or teasing) ➲ Threats/intimidation	**Be Kind** (unkind behavior) ➲ Chronic Tier 1 and Tier 2 ➲ Repeated bullying and harassment
Be Safe (unsafe behavior) ➲ Inappropriate Touching (pinching, slapping, pushing, poking, etc.) ➲ Play fighting ➲ Throwing objects ➲ Hiding in lockers	**Be Safe** (unsafe behavior) ➲ Pushing/shoving ➲ Kicking/Hitting/Slapping ➲ Play fighting resulting in an injury ➲ Throwing objects with-out intent to harm ➲ Inappropriate use of physical space ➲ Spitting	**Be Safe** (unsafe behavior) ➲ Fighting ➲ Assaulting adults ➲ Throwing objects with intent to harm ➲ Leaving classroom/school without permission

Be Responsible (irresponsible behavior) ➲ Incomplete work ➲ Unprepared for class (i.e. missing homework) ➲ Tardiness/Absenteeism	**Be Responsible** (irresponsible behavior) ➲ Chronic Tier 1	**Be Responsible** (irresponsible behavior) ➲ Destruction of property ➲ Theft ➲ Graffiti ➲ Chronic Tardiness/Absenteeism
Be Respectful (disrespectful behavior) ➲ Arguing with adults ➲ Unresponsive to adults when asked question ➲ Inappropriate response (rolling eyes, sighing, other types of disrespectful body language) ➲ Going into other person's personal property or space. ➲ Lying	**Be Respectful** (disrespectful behavior) ➲ Arguing with others/adults ➲ Unresponsive to verbal directions ➲ Running away from situations	**Be Respectful** (disrespectful behavior) ➲ Bathroom vandalism ➲ Chronic Tier 1 & 2
Outcome	**Outcome**	**Outcome**
Behavior Rules violations will result in immediate verbal correction and consequence from teacher.	Behavior Rules violations that are more serious will result in verbal correction, stop partner invention, written form, and parental contact.	TAC on-line District referral and parental contact.

OTHER BEHAVIORS REQUIRING INTERVENTION(S)

Handled by the Playground Supervisors	◎ rough play ◎ aggressive behavior ◎ inappropriate behavior ◎ unsafe play ◎ inappropriate use of equipment ◎ playing in non-play area ◎ food or toys at recess ◎ disrespect ◎ bullying / intimidation / derogatory remarks
Handled by the Lunch Room Supervisor(s)	◎ loud voice ◎ throwing food ◎ taking food from others ◎ not following lunch room guidelines
Intervention examples	◎ instructional correction / verbal correction ◎ restate rules ◎ demonstrate/practice appropriate behavior ◎ observe others demonstrating the appropriate behavior ◎ problem-solving ◎ behavior plan ◎ loss of recess ◎ “Stop Partner” to alternate classroom, parent conference. ◎ in-school suspension ◎ out-of-school suspension ◎ expulsion from school

RESTORATIVE JUSTICE

At Grant CEA, we are beginning a Restorative Justice journey with guidance from the National Center for Restorative Justice and Tacoma Whole Child Initiative. In our pursuit of the development of high academic achievement and positive social skills, Grant CEA staff, students and families will partner to support a wholesome and collectively responsible learning environment.

DRESS CODE

Clothing at school may not detract or disrupt from or interfere with a safe and appropriate learning environment.

Students are NOT allowed to wear the following:

- clothing that displays/depicts violence, drugs, tobacco, alcohol, sex, death, gang, or hate slogans and/or pictures
- hoods, hats and/or sunglasses in the building
- bare mid-riff tops
- “sagging” pants, holes/tears in skirts/pants/shorts that expose underwear
- pajamas (only on spirit days)
- open toes, high-heels, flip flops, “Heelys,” or open-back shoes
- costumes or costume accessories (e.g. hats, masks, tails, etc.)

PARENT INVOLVEMENT

Parent involvement is a vital part of your child's academic success. Support begins at home and then extends to the school. Listed are some ways to stay actively involved.

- Make a commitment to listen to your child talk about his/her schoolwork and to give your child some time each evening when he/she has your undivided attention.
- Contact your child's teacher via email or in person if you have any questions regarding his/her assignments.
- Encourage your child to ask questions about the assignment before he/she leaves school.
- Provide a place with proper supplies and a regularly planned time when your child can study without distractions of television or other siblings.
- Provide your child the opportunity to go to the library and/or other resource areas in your community.
- Be sure to check with your child frequently on the status of completion of long-term assignments.
- Help your child develop a system so that assignments will be remembered

CLASSROOM CELEBRATIONS

District Policy 6700 states:

For school parties, schools shall encourage parents and teachers to offer no more than one food or beverage that does not meet or exceed the nutrition standards for foods sold individually. Use of non-food rewards is strongly encouraged. When food is used as a reward it must meet or exceed nutrition standards; and if sold and consumed during the school day, shall meet or exceed nutrition standards.

Parents are encouraged to provide healthy snacks including fruits, low-fat yogurts, popcorn or pretzels for classroom birthday parties. These items must be store-bought and not homemade.

CLASSROOM PLACEMENT REQUESTS

Every attempt is made to create diverse classrooms to help each student realize his/her full potential.

Parents may request, in writing, a specific learning environment for their child explaining their child's learning style. Teacher requests for specific teachers will not be taken.

EXTRACURRICULAR ACTIVITIES

In partnership with the YMCA and MetroParks, Grant CEA offers before and after-school activities (Beyond the Bell) at various times throughout the school year. Activities may include academic tutoring, music, dance, and physical education.

SCHOOL COUNSELING SUPPORT SERVICES

Grant CEA has a counselor on staff. Our counselor provides a variety of services for students and parents including classroom lessons, small groups, and individual supports. Please contact the school counselor to learn more.

Current School Counselor:

Bret Francesconi
P: 253-571-5388
E: bfrance@tacoma.k12.wa.us

EMERGENCY SCHOOL CLOSURE

Snow, heat, water, and power emergencies occasionally create a need to close our schools. Notification via radio stations is listed below. Otherwise, check your local news and/or online for updates. All student records should be kept up-to-date with emergency contact information. We may not be able to notify parents by phone of a closure, so be sure your child knows what to do should a closure occur after he/she has arrived at school. Should emergency routes or time change become necessary, announcements will be made over these radio stations starting at approximately 5:30 am.

AM STATIONS	FM STATIONS
KIRO 710 KING 1090 KOMO 1000 KVI 570 KJR 950 KCIS 630 KMPS 1300 KITZ 1400 KIXI 880 KTAC 850 KJUN 1450 KLSY 1540	KLSY 92.5 KMPS 94 KPLU 88 KUBE 93 KZOK 102.5 KCMS 105.3 KEZX 98.9 KMGI 108 KBSG 97.3 KKWF 100.7 KRPM 106.1 KPLZ 101.5

When following our Emergency Schedule, buses will operate according to decisions made each day

All co-curricular events, e.g., athletics, field trips, and concerts will be cancelled regardless of whether they are scheduled for before school, during school, after school, or in the evening. In the event that school delays or closures are announced in the morning, please listen to your radio or television. Each year, the district sends out Emergency School Procedures. Please be sure to discuss this information with your child to determine the emergency procedures for your family.

Parents and students are requested not to call the radio stations, the school, or the transportation center since phone lines are needed for operational purposes. Students will only be released to adults that the parents/guardians authorize on the student's emergency form.

HEALTH ISSUES

Illness: Please send a note (Covid-19 or otherwise) to the attendance office explaining an absence upon his/her return to school. Every child will be expected to participate in all school activities, including KE and recess.

Children are to remain home if they are experiencing the following symptoms:	Fever ** Nausea ** Diarrhea ** Stuffy or runny nose, unless related to a known non-infectious health condition and documented by a doctor skin rashes “pink eye” other symptoms of communicable diseases **Students are to remain home for 24 hours after symptoms are gone.**

COVID-19

Who needs to isolate under the Aug. 5, 2022 guidance from the state Department of Health?

- Any student or staff member who tests positive for COVID-19 must isolate at home for at least five full days, regardless of vaccination status. They can return to school or work on day 6 if:

- They have no symptoms, or symptoms are improving, AND

  Symptoms include:

  "Fever (≥100.4°F) or chills

Shortness of breath or difficulty breathing
Muscle or body aches
New loss of taste or smell
Cough (new, changed, or worsening)
Nausea, vomiting, or diarrhea
Fatigue
Sore throat
Congestion or runny nose

- They've had no fever in the past 24 hours without fever-reducing medication

- Day 0 is the first day of symptoms. For those without symptoms, day 0 is the day of the positive test result. See the Isolation and Quarantine Calculator.

- If students and staff choose to test again on days 6-10 and receive a positive result, they are required to isolate through day 10 and can return to school/work on day 11.

Is any quarantine required under the Aug. 5, 2022 guidance from the state Department of Health?

The Department of Health no longer requires students and staff exposed to COVID-19 to quarantine.

People potentially exposed to COVID-19 should:

- Monitor for symptoms, AND
- Test as soon as possible after exposure and then repeat testing every 24-48 hours through at least the first 5 days after exposure AND
- Students, children, and staff who spend time indoors with individuals at risk for getting very sick with COVID-19 should wear a well-fitting mask for 10 days after exposure.

Medication

Every effort should be made to schedule doses of medication outside of school hours. Washington State Law requires that medication given at school must have the permission of the parent and of the health care provider. These forms (Physician's Order for Medication at School) are available from the school or health care provider's office.

We cannot administer any type of medicine at school unless the child's physician has completed this form, and we have the form on file in our office.
A NOTE WITH THE PARENT'S SIGNATURE IS NOT ACCEPTABLE.

Medication cont'd	This includes all medications and ointments: i.e. all forms of pain / fever relievers, salves, decongestants, antihistamines, cough syrup, cough drops, etc. Medications must be sent in the original container with the pharmacy label. Medications should be brought to school by the parent and not sent with the child. Medications must be kept in the health room to ensure safe storage and correct administration. Medications must be picked up at the end of the school year. New medication forms need to be updated at the beginning of each school year.
Injury or Illness at school	A certified school nurse, Health Aid, or office staff will assist children who are ill or injured. If minor first aid or a few minutes of rest is not enough to help your child return to class, we will call you to pick up your child. If we are unable to reach you, we will call the person(s) you have designated as the emergency contact.

When to Keep Your Child Home

Tacoma-Pierce County Health Department
Healthy People in Healthy Communities

Dear parent or guardian:

Keep your child home if they:

- Are too sick to participate in normal activities.
- Need a level of care or observation not manageable at school or childcare.
- Create an unhealthy or unsafe environment for others.

Some conditions **require** you to keep your child home. They include, but are not limited to:

Chickenpox (varicella)	Keep your child home until all blisters have scabs and no new blisters are forming.
Diarrhea	Keep your child home from: • School until diarrhea can be contained and they can participate in normal activities. • Childcare until they have had less than 3 episodes of diarrhea in the last 24 hours.
Fever	Keep your child home until their temperature is below 100.4°F and they don't have behavior changes, sore throat, rash, vomiting, diarrhea, earache, irritability or confusion.
Flu (influenza)	Keep your child home until they are fever-free for 24 hours.
Impetigo	Keep your child home until they have taken antibiotics for 24 hours.
MRSA	Keep your child home until drainage can be contained with a dry, clean dressing.
Measles	Keep your child home until 5 days after rash appeared.
Mumps	Keep your child home until 5 days after swelling began.
Ringworm	Keep your child home until treatment is started.
Scabies	Keep your child home until treatment is completed.
Scarlet fever	Keep your child home until they have taken antibiotics for 24 hours and are fever-free.
Shingles	Keep your child home until rash can be covered or all lesions have crusted.
Skin infection	Keep your child home until drainage can be contained with a dry, clean dressing.
Strep throat	Keep your child home until they have taken antibiotics for 24 hours and are fever-free.
Vomiting	Keep your child home until they have not vomited for 24 hours and they can participate in normal activities.
Whooping cough (pertussis)	Keep your child home until they have taken antibiotics for 5 full days.
Other contagious condition	Check with your child's school, childcare or primary care provider or call the Health Department at (253) 798-6410.

The following conditions **don't** require you to keep your child home (unless they are too sick to participate in normal activities).

- Bronchitis
- Cold (without fever)
- Cytomegalovirus (CMV)
- Ear infection
- Fifth disease
- Hand, foot and mouth disease
- Molluscum contagiosum
- Mononucleosis
- Pinworm
- Pneumonia
- Respiratory syncytial virus (RSV)
- Warts

The Health Department, primary care providers, schools or childcares may make exceptions to these exclusion requirements on a case-by-case basis.

When is your child too sick for school?

Tacoma-Pierce County Health Department
Healthy People in Healthy Communities

Going to school every day is a powerful predictor of school success and on-time graduation. Department of Education says children who miss less than 9 school days generally perform better in school. When deciding whether your child is too sick to go to school, follow these guidlines.

Send your child to school if...

They have a runny nose or just a little cough, but no other symptoms.



They haven't taken fever-reducing medicine for 24 hours, and haven't had a fever during that time.



They haven't thrown up or had diarrhea for 24 hours.



They don't feel great, but have no other significant symptoms. They didn't sleep well, and are kind of tired.



Keep your child home if...

They feel sick and have had a temperature of greater than 100.4°F in the past 24 hours.



They throw up 2 or more times in 24 hours.



They have diarrhea 3 or more times in 24 hours.



Their eye is pink and crusty.



They have a chronic cough or green nasal discharge.



Call the doctor if...

They have a temperature greater than 100.4°F for more than 2 days.



They throw up or have diarrhea for more than 2 days.



They've had the sniffles for more than a week, and aren't getting better.



They still have asthma symptoms after using asthma medicine. (Call 911 if they have trouble breathing after using an inhaler.)



LOST AND FOUND

We STRONGLY encourage LABELING personal belongings (jackets, lunchboxes, water bottles, sweaters and sweatshirts) with your child's first and last name.
Unlabeled or unclaimed property WILL BE DONATED to a local agency after the winter break and at the end of the school year.
Lost articles of clothing and personal belongings are placed in "lost and found." It is recommended that you check for your lost items frequently.

TOYS AND CELL PHONES

STUDENTS ARE TO LEAVE ALL TOYS AT HOME (unless for special circumstance or spirit days)

Students are not allowed to sell, trade, or give personal items to other students.

If your child brings personal property to school (e.g. cell phone, balls, toys, electronic devices, cards, games, etc) they do so at their own risk. These items often get lost or broken.

Due to student rights and responsibilities laws, Grant personnel will not become involved in any disputes or searches regarding missing personal property.

Please leave toys, playground equipment, and electronic devices at home.

If cell phones are brought to school, they are not to be used on school property. They will be taken away from students if they are seen at school and held in the Principal's office until a parent is able to pick up the cell phone.

PROGRESS REPORTS

Elementary schools are now on semester schedules.

Conferences take place twice a year

Report cards are sent February and June. Progress reports will be sent in October and April.

	Classroom newsletters/group emails (up to individual teacher)
PHONE USE	Since the demand of the school phone is so great, we limit student calls. Generally, students may use the phone only if there is some compelling reason to do so. We do not grant permission for students to make after-school arrangements. We ask that these be made at home prior to coming to school.
VISITORS AND VOLUNTEERS	VOLUNTEER: If choosing to volunteer, a Washington State Patrol background check and a copy of Covid-19 vaccination card is required. The forms are available in the office. Contact the office for more information. Volunteer with Tacoma Public Schools (tacomaschools.org) You are welcome to visit our school. We do ask that you make arrangements at least 24 hours in advance for classroom observations or volunteering with your student's teacher. Check in is REQUIRED with the main office before visiting any areas. Pre-arrange your visit with the teacher or staff member with whom you are volunteering. Materials and activities for your volunteer will be ready. We cannot allow unauthorized people to be in our school. In accordance with Tacoma Public Schools policy, siblings and non-Grant students cannot accompany parent volunteers to school or attend school-based field trips. Students may not bring a friend or family to visit during the school day.
PETS ON CAMPUS	The Tacoma School District and Grant CEA have a "No Dog" policy. Many students have allergies to dogs and other pets and we cannot guarantee safe interactions between students and dogs. For this reason, we require that you leave your

	dogs and other pets at home during school hours, including drop off and pick up.
5TH GRADE CAMP	A 5th grade uber cool experience. Students, teachers and chaperones spend 2 nights and 3 days at Camp Seymour on the Key Peninsula immersed in science, nature and fun. There are fundraisers throughout the year to help with the cost to students for attending.
FIELD TRIPS	Tacoma Public Schools funds trips for all students K-12 in TPS. Additionally, Grant CEA classrooms and grade levels may schedule field trips. Parent chaperones are welcome, and must submit a volunteer form with the Grant CEA office.
COMMUNITY ENGAGEMENT	We will fully engage our parents, community and staff in the education of our children.
CONFERENCES	One-on-one discussions between teachers, parents and students where student progress and goals are addressed together. Typically held in October and March.

CURRENT PTA BOARD

Co-Presidents	
Vice-President	
Co-Treasurers	
Secretary	
WebMaster	
Spirit Wear Chair	
Reflections Chair	
Auction Committee	

Grant PTA will be sending out information soon regarding future meetings

www.grantceapta.com

GRANT GLOSSARY

Arts Trust	An account created to fund expenses related to Grant's arts-based curriculum. The PTA's "For the Love of Art" Auction is the sole fundraiser for the trust. The PTA holds the majority of the funds in its accounts for interest bearing advantages and eased accessibility and is channeled to the trust as expenses dictate need. Expenditures from the trust are authorized by SCDM.
Rainbow Recorders	A recorder playing group of 4th & 5th graders that have achieved mastery of a set number of songs. They earn different color strings to tie on their instrument as they advance in ability. Group is directed by our music teacher, Heather Hutchinson
Company	Grant's own premier dance group comprised of 4th & 5th graders. Auditions for this group are held in the spring of the previous school year. Under the direction of our dance teacher Krissa Englebright, they perform at various Grant events and travel for community appearances as well. Director: Krissa Englebright
CCSS	*Common Core State Standards. State education chiefs and governors in 48 states came together to develop the Common Core, a set of clear college- and career-ready standards for kindergarten through 12th grade in English language arts/literacy and mathematics. Today, 43 states have voluntarily adopted and are working to implement the standards, which are designed to ensure that students graduating from high school are prepared to take credit bearing introductory courses in two- or four-year college programs or enter the workforce. (taken directly from: www.corestandrds.org, c. 2014)*

Central or CAB	Refers to the Tacoma School District Central Administration Building located at 601 S. 8th. It faces Tacoma Ave. with parking in the rear.
ELA	English Language Arts. Comprised of four Claims: Reading, Writing, Speaking and Listening, and Research
Enrichments	Unique classes offered to all students during the school day to enhance learning and infuse the arts. There are three sessions during the year that are 5-8 weeks in length and classes are 45 minutes. Classes are taught by teachers and other school staff as well as parent volunteers. Students are allowed to register for their top three choices of offered classes for their grade level. Word to the wise regarding sign-up; registration has a tight turn-around so complete & return forms promptly and be sure to make 2nd and 3rd choices. If interested in volunteering, please contact Sue Grote
Field Day	An annual celebration for the entire school, field day is a day spent outside in play with classrooms and Grant CEA staff. Parent volunteers are appreciated.
"For the Love of Art" Auction	The spectacular event of the year that raises money to fund our arts-based curriculum. Silent and Live auctions offer classroom art projects and packages as well as one-of-a-kind experiences and getaways. This event is usually in early May and is an 'adults only' evening. This event is what funds the entire following year of Art for Grant! Interested in helping out? Contact the PTA or our school liaison, Sue Grote
"The Grant Way"	These are the guiding values of our school community: Being Safe, Respectful, Responsible, or Kind; the pillars of Grants positive behavior focus. Students are acknowledged for exemplifying these values by receiving a Grant Way Ticket, which are used to participate in drawings and celebrations.

Holiday Gift Making Workshop	An event created and nurtured by our PTA to one-up the dime store "holiday shop" of our youth. A wildly popular evening spent making hand crafted gifts at stations throughout the school. It's free and it's fun. Don't miss it.
IEP	An Individualized Education Plan (IEP) is a document that protects students with disabilities as they engage in public education. It is enforced by IDEA (1971) and determines school supports for a child based on their evaluation-based needs.
504	A 504 plan is a document outlining accommodations and services provided to students with disabilities to ensure they have equal access to education and participate in school activities. 504 comes out of the Rehabilitation Act of 1973 and prohibits discrimination based on disability in programs & activities receiving funding.
Inclusion	Grant and Tacoma School District support the philosophy that all students will be included in all activities to the fullest extent possible. While the term is specifically applied to Special Education, the philosophy is applied to all students and activities at Grant. An application of this is the inclusion of Arts Enrichment in the school day to ensure access for all Grant students thus removing barriers such as cost and transportation.
Highly Capable	Tacoma Public Schools (TPS) Highly Capable Program is the district's program for students who demonstrate exceptional academic potential and need learning experiences beyond the standard curriculum. The program is designed to provide accelerated learning, increased rigor, and opportunities for advanced thinking while also supporting students' social-emotional development. K-5 Services include the following: • Advanced instruction within the general education setting. • Curriculum compacting, enrichment activities, and accelerated learning opportunities. • Instruction designed to challenge students who learn more quickly or deeply than their peers
KE	Kinesthetic Education. This is the Grant CEA term for what you might remember as PE or gym class.

LAP	Learning Assistance Program. A general education program to support students who need a little extra help with Reading.
LRC	Learning Resource Center. A Special Education program to support students who need help in Math and Reading.
MTSS	Multiple Tiered System of Supports. Through various lens, schools work to differentiate supports for students and provide appropriate interventions as needed. At Grant CEA, a PLC meets weekly to evaluate student progress through this MTSS approach.
Mural(s)	There are student and community designed and painted murals around Grant CEA that help tell the stories of who we are and we do here. Enjoy the art!
Musicals	Starting in Kindergarten, students learn performance skills in both dance and music class. In each grade level, there are skill-appropriate performances. Kindergarten presents "informances" twice during the school year (Winter and graduation). 1st-4th grade perform daytime and evening musical revues once a year. 5th grade does a full theatre production, showing their culminating skills with performances at Tacoma Little Theatre. Directors: Heather Hutchinson and Krissa Englebright
OSPI	Office of the Superintendent of Public Instruction. OSPI (www.k12.wa.us)
Pods	Pink Pod refers to the office and gym areas. Black Pod is the Kindergarten/1st grade rooms. Yellow Pod is the 2nd-3rd grade area. Blue Pod is the 4th-5th grade and music rooms.
Reflections	Grant CEA PTA sponsors Reflections, a state-wide art competition for elementary school students focused on topics of social emotional development. The competition typically takes place in December with winners announced at our January Terrific Kids celebration.
SCDM	Site Centered Decision Making. (Sometimes you may hear "school" rather than "site." This 13-person committee is

	comprised of our principal, teachers, staff and parent representatives. It is a joint planning and problem-solving process that aims to shift decision making from a centralized process to a shared process. They meet twice a month to discuss matters affecting our school. Community input is welcome. Chair: Bryan Johnson
Self-Managers	At Grant CEA, we encourage students to Be Safe, Be Responsible, Be Respectful and Be Kind through our Self-Manager program. Learners complete a self-reflection, gather signatures and a letter of recommendation in order to participate in this inclusive yet elite group. Students receive a badge for participation.
Specialists (& Art Rotations)	A category name for your art, drama, dance, KE, Strings (violin) teachers and the library. Classes rotate every trimester within the art, drama, & dance specialists. In this manner, Grant students spend 1 day a week, 1/3 of the year in each rotation. KE is year round, 2x a week.
The Statues	Refers to the 4 metal statues on the north side of our campus at the intersection of N11th. This is often used as a meeting place for families.
SBA	Smarter Balance Assessment. This is the comprehensive state-wide assessment providing data and information used to monitor the effectiveness of the schools and programs. There are Math, ELA and Science assessments.
SAIL	Self-contained Advanced Individual Learning. Another highly capable program offering. Students testing in the top 1% are eligible to attend this full-time, off-site classroom for 3rd-5th grades at Jefferson Elementary.
SIT/SRT	Student Intervention Student Resource Team. A team comprised of school and District personnel to evaluate the needs of students who may be evaluated for Special Education.

Student ID Number	This is a unique 7-digit number assigned by the district to each student. You can obtain this number from our school secretary. This number is used for student specific access to various district systems. Each student's email address is based on this number. All email addresses follow this pattern: Student#@tps10.org All students need this number in order to login to any district laptop.
Terrific Kid (TK) Celebration	A monthly awardees celebratory dessert where the Kiwanis Club awards Terrific Kid honors to students that are chosen by their teachers. A notification letter is sent to parents so you won't miss their big moment.
Troubadours	A performing musical group of 1st through 4th grades, directed by our music teacher, Heather Hutchinson. Tryouts are in the spring of the year prior. Rehearsals are before school once a week 8-8:50am. Appearing at community events, assemblies, concerts & school events throughout the year. Director: Heather Hutchinson
TWCI	The Whole Child Initiative. This is a committee at Grant CEAthat meets twice a month and consists of Principal, teachers, district and parent representatives. Community input is very welcome. Tacoma Whole Child - Tacoma Public Schools (tacomaschools.org) Chairs: Andrea Cook and Deka Westcott
Young Artist Night	This annual celebration of the Young Artists of Grant CEA serves as our portfolio night on the second Thursday in May.

Zones of Regulation (Emotion Check-in)	**BLUE** Sick Sad Tired Bored Moving Slowly **GREEN** Happy Calm Feeling Okay Focused Ready to Learn	**YELLOW** Frustrated Worried Silly/Wiggly Excited Loss of Some Control **RED** Mad/Angry Mean Yelling/Hitting Disgusted Out of Control

Parent / Student Request to Restrict Release of Information

District Policies and Regulations

Tacoma Public Schools
2026-27 School Year Student Calendar

1st – 4th Non-school days
7th Labor Day
8th Non-school day

9th First student day

14th Kindergarten start date

16th Late starts begin

16 student days

SEPTEMBER 26

S	M	T	W	Th	F	S
		N	N	N	N	5
6	H	N	SS	10	11	12
13	KS	15	LS	17	18	19
20	21	22	LS	24	25	26
27	28	29	LS			

OCTOBER 26

S	M	T	W	Th	F	S
				1	2	3
4	5	6	LS	8	9	10
11	N	13	LS	15	16	17
18	19	*20	LS	E	E	24
25	26	27	LS	29	30	31

12th Waiver Day (no school)

20th Elementary conferences
*Early release grades K-5

21st Late-start school day, no early release

22nd – 23rd All grades conferences
Early release grades K-12

21 student days

11th Veterans' Day

25th – 27th
Thanksgiving break

17 student days

NOVEMBER 26

S	M	T	W	Th	F	S
1	2	3	LS	5	6	7
8	9	10	H	12	13	14
15	16	17	LS	19	20	21
22	23	24	H	H	H	28
29	30					

DECEMBER 26

S	M	T	W	Th	F	S
		1	LS	3	4	5
6	7	8	LS	10	11	12
13	14	15	LS	17	18	19
20	N	N	N	N	H	26
27	N	N	N	N		

Dec 21 – Jan 1 Winter break/ no school

14 student days

1st New Year's Day

4th School resumes

18th Martin Luther King Jr. Day

19 student days

JANUARY 27

S	M	T	W	Th	F	S
					H	2
3	4	5	LS	7	8	9
10	11	12	LS	14	15	16
17	H	19	LS	21	22	23
24	25	26	LS	28	29	30
31						

FEBRUARY 27

S	M	T	W	Th	F	S
	N	2	LS	4	5	6
7	8	9	LS	11	S	13
14	H	N	LS	18	19	20
21	22	23	LS	25	26	27
28						

1st Semester break/no school

2nd Second semester begins

12th Snow make-up day

15th Presidents' Day

16th Waiver day (no school)

16 student days

11th – 12th All grades conferences
Early release for all students

23 student days

MARCH 27

S	M	T	W	Th	F	S
	1	2	LS	4	5	6
7	8	9	LS	E	E	13
14	15	16	LS	18	19	20
21	22	23	LS	25	26	27
28	29	30	LS			

APRIL 27

S	M	T	W	Th	F	S
				1	2	3
4	N	N	N	N	N	10
11	12	13	LS	15	16	17
18	19	20	LS	22	23	24
25	26	27	LS	29	30	

5th – 9th Spring break

17 student days

28th Snow make-up day

31st Memorial Day

19 student days

MAY 27

S	M	T	W	Th	F	S
						1
2	3	4	LS	6	7	8
9	10	11	LS	13	14	15
16	17	18	LS	20	21	22
23	24	25	LS	27	S	29
30	H					

JUNE 27

S	M	T	W	Th	F	S
		1	LS	3	4	5
6	7	8	LS	10	11	12
13	14	15	LS	17	H	19
20	21	22	E	S	S	26
27	28	29	30			

18th Juneteenth, observed

23rd Last day of school/ early release

24th, 25th Snow make-up days, if needed

16 student days

N = Non-School Day **H** = Holiday (no school) **SS** = School Starts **KS** = Kindergarten Start Date
LS = Late Start Day **E** = Early Release **S** = Snow Make-Up Day