



## **Community Handbook 2023-2024**

**THE GARDNER SCHOOL OF ARTS & SCIENCES**

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## 1. IMPORTANT NOTICES

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

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

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

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

## 2. GREETINGS FROM THE HEAD OF SCHOOL

Welcome to the 2023-2024 year at the Gardner School! As with any school year, the journey your child will take between now and mid-June will be exciting and transformational. These are years of dynamic and significant growth, development, and change. We are honored to be a guiding influence in their lives, and we are humbled by your trust. Each year brings new opportunities and wonders to explore. Our dedicated and experienced staff are committed to providing an excellent learning environment for our students, and I am thankful for our supportive community.

I encourage you to participate fully in our school community. The time and energy you devote to the Gardner School will be well received and will enhance your entire family's experience with us. Throughout the year, there are many opportunities to share your time, talents, and gifts with our school community.

Certainly, this Handbook cannot include all you need to know about the year ahead. Please read school communications, especially newsletters and emails from the school and your child's teachers throughout the year. Also, consult our School calendar for important events, visit the [Gardner website](#), and follow our [Facebook](#) and [Instagram](#) page for photos and videos that showcase our programs and energy.

We begin this year with so much promise and excitement. What an opportunity we have to do great things together!

Emily Davis



Head of School

### **3. ABOUT THE GARDNER SCHOOL**

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

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

#### **3.3. CORE VALUES**

**3.3.1. At Gardner, we center our actions around these core values-**

**3.3.1.1. COURAGE:** We navigate obstacles and persist through challenges.

**3.3.1.2. CREATIVITY:** We celebrate imagination and innovation.

**3.3.1.3. CONNECTION:** We are a community where every member is seen and included.

**3.3.1.4. CURIOSITY:** We promote a love of learning through exploration and wonder.

#### **3.4. SCHOOL GOVERNANCE AND ASSOCIATIONS**

##### **3.4.1. BOARD OF TRUSTEES**

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

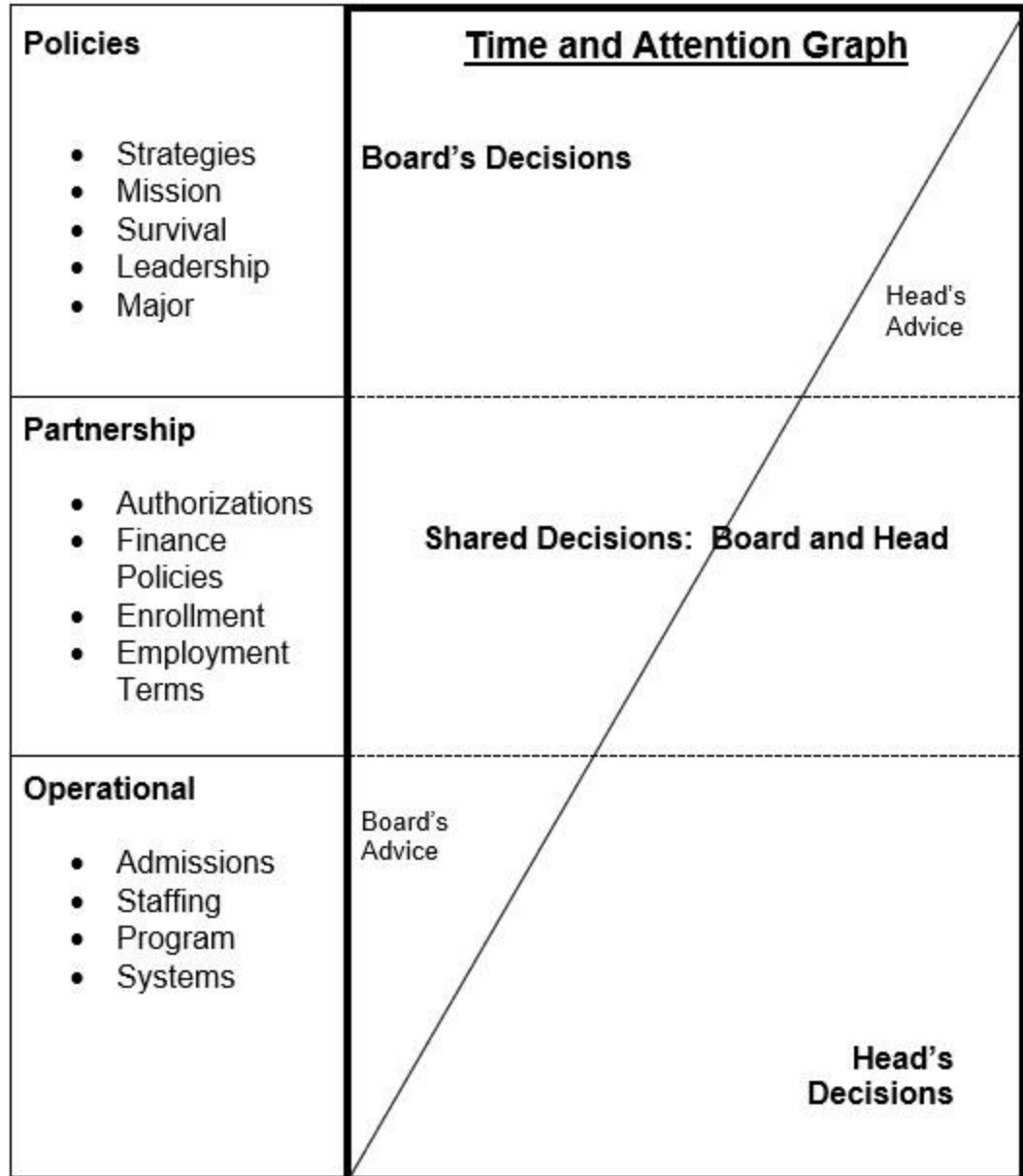
**3.4.1.2.** Board meetings typically are open to the Gardner community. When appropriate, the Board may meet in executive session and without public attendance. Notice of meetings is published on the [school website](#) and Google calendar; meetings typically are held in the Farmhouse. Community members are welcome to attend by emailing the Board Chair the Friday prior to the Board meeting for information on how to join.

**3.4.1.3.** Aligned with Best Practices for Independent School Governance, the Gardner Board of Trustees is a

self-perpetuating Board. Trustees, who volunteer their time and expertise, are selected based on the needs of the Board and the school, as well as on an individual's commitment to the School's mission, values, and willingness to serve. The Board consults as needed with the Northwest Association of Independent Schools ("NWAIS") and its member schools, and Trustees participate in NWAIS conferences and trainings.

**3.4.1.4.** The following graphic, based on information available from the National Association of Independent Schools, depicts the general roles of the Head of School and Board, and their allocation of time. Above the diagonal line depicts the allocation of the Board's time. Below the diagonal line depicts the allocation of the Head's time.

**3.4.1.5.** To learn more about The Gardner School Board of Trustees, come to a meeting or contact the Board Chair, Lori Cohen, at [boardchair@gardnerschool.org](mailto:boardchair@gardnerschool.org).



### 3.5. SCHOOL HISTORY

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

During the 1999-2000 school year, Dr. Howard Gardner, who developed the Theory of Multiple Intelligences upon which the philosophy of the school is based, visited the school. He spoke highly of the learning that he observed, and felt that the school reflected his theories well.

In 2020-2021, the Gardner School celebrated 25 years of serving students in Clark County. A new logo was revealed as well as the addition of a beautiful school sign to welcome families for years to come.

**3.6. GUIDE TO CLASSROOM NAMES.** At Gardner, a sense of "where" we are is an important part of knowing "who" we are. Classrooms share the names Pacific Northwest Native Americans gave to the area mountains.

**3.6.1. Tumtum (Preschool) - *Late Pleistocene Volcanic Dome.***

Tumtum Mountain, the youngest Quaternary volcano in the Washington Cascades, is a lava dome that rose along the Chelatchie Fault zone about 70,000 years ago. Tumtum Mountain is one of north Clark County's most noticeable geologic features. The mountain was a central point in the trade route Northwest tribes traveled when doing business with the Hudson's Bay Company in the middle of the 19th century. According to legend, Tumtum means heart.

**3.6.2. Mazama (Pre-K) - *Crater Lake.***

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

**3.6.3. Kalama (Kindergarten) - *Eruptive period of Mt. St. Helens.***

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

**3.6.4. Pahto (Grade 1) - *Mt. Adams, Yakama name.***

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



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

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

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

#### **4. SCHOOL INFORMATION**

**4.1. FACULTY AND STAFF:** To email staff, use the initial of their first name and their full surname followed by [gardnerschool.org](mailto:gardnerschool.org). For example, to contact Emily Davis, use [edavis@gardnerschool.org](mailto:edavis@gardnerschool.org). All staff member names and information can be found on our website at [www.gardnerschool.org/faculty-and-staff](http://www.gardnerschool.org/faculty-and-staff)

#### **4.2. SCHOOL HOURS**

The Gardner School is closed on all Federal School Holidays. Please see the calendar on our website for these dates.

##### **4.2.1. Early Childhood (Tumtum & Mazama):**

###### **4.2.1.1. Tumtum**

**4.2.1.1.1. Two (2) days, Tuesday and Thursday:**  
8:30 AM – 3:00 PM.

**4.2.1.1.2. Three (3) days, Monday, Wednesday, and Friday:** 8:30 AM – 3:00 PM Monday and Friday, 8:30 AM- 1:00 PM Wednesday.

**4.2.1.1.3. Five (5) days, Monday through Friday:** 8:30 AM – 3:00 PM Monday, Tuesday, Thursday, and Friday, 8:30 AM- 1:00 PM Wednesday.

**4.2.1.1.4.** Tumtum students with siblings in Kalama through Klickitat may remain in after school care, at no charge, until 3:30 PM if they are leaving School at 3:30 PM. For all other full day Tumtum students, after school care begins at 3:00 PM (1:00 PM on Wednesdays).

**4.2.1.2. Mazama.** At times, revisions to these schedules may be made to meet family and classroom needs.

**4.2.1.2.1. Three (3) days, Tuesday, Wednesday, and Thursday:** 8:30 AM – 3:00 PM Tuesday and Thursday, 8:30 AM- 1:00 PM Wednesday.

**4.2.1.2.2. Four (4) days, Tuesday, Wednesday, and Thursday plus Monday or Friday:** 8:30 AM – 3:00 PM Monday, Tuesday, Thursday, and Friday, 8:30 AM- 1:00 PM Wednesday.

**4.2.1.2.3. Five (5) days, Monday- Friday:** 8:30 AM – 3:00 PM Monday, Tuesday, Thursday, and Friday, 8:30 AM- 1:00 PM Wednesday.

**4.2.1.2.4.** Mazama students with siblings in Kalama through Klickitat may remain in after school care, at no charge, until 3:30 PM if they are leaving School at 3:30 PM. For all other full day Mazama students, after school care begins at 3:00 PM.

**4.2.2. Kalama through Klickitat (Kindergarten through 6th Grade):**

**4.2.2.1.** Monday, Tuesday, Thursday, Friday: 8:30 AM – 3:30 PM.

**4.2.2.2.** Wednesday: 8:30 AM – 1:45 PM. School dismisses each Wednesday at 1:45 PM to give faculty and staff opportunities to meet and plan together, as well as time for professional development.

### **4.3. EXTENDED CARE**

**4.3.1.** Before school care is available for all students in Tumtum through Klickitat each school day from 7:30 AM – 8:15 AM. Groups may be combined at teacher discretion, within DCYF licensing rules. Children are not to be in their classrooms prior to 8:15 AM.

**4.3.2.** For students in Kalama through Klickitat, after school care is available from the end of the school day to 6:00 pm daily.

**4.3.3.** For students in Tumtum and Mazama, after school care is available from the end of the day to 6:00 pm daily. However, space is limited due to Washington State regulations for Early Childhood programs. Parents should communicate with staff regarding their need for after school care.

**4.3.4.** Kindergarten through 6th Grade students on campus after 3:45 PM on Mondays, Tuesdays, Thursdays, and Fridays are considered in Extended Care. Students on campus after 2:00 PM on Wednesdays are considered in Extended Care.

**4.3.5.** There is a charge of \$1.00 per minute for pick-up after 6:00 PM. Pick-up is expected by no later than 6:00 PM, even with the surcharge. Repeated late pick-ups put a burden on our staffing, and may result in suspension of After Care access.

**4.3.6.** Parents may use Extended Care on a “pay as you go” basis, and will be billed monthly by the Business Office. Extended Care contracts are available and offer substantial savings over the course of the year versus drop-in rate if your student is consistently in Extended Care. For more information or to purchase a contract, please contact the Director of Business Operation at [sfitzpatrick@gardnerschool.org](mailto:sfitzpatrick@gardnerschool.org).

**4.3.7.** Parents who are on campus for any purpose during extended care hours must decide if their child is to remain with the extended care provider or with the parent. If the child remains with the program, the time will be applied to the parent’s monthly extended care bill. Parents are responsible for their children from the time they check out with school staff and are expected to supervise them regardless of location on campus.

## **4.4 DISMISSAL ROUTINE**

### **4.4.1. RELEASE TO ADULTS**

**4.4.1.1.** Students in Tumtum and Mazama are dismissed from the classroom to a parent or designated pick-up person. Students must be signed out by the pick-up person.

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

**4.4.1.3** Children cannot be released to any adult unless they are listed in the student information system as an approved pick up for that child. Parents are responsible for communication with office staff to maintain an updated list of approved pick up persons.

**4.4.1.4** All students are expected to be escorted by a parent or designated pick-up person through the parking lot during dismissal.

**4.5. PARKING LOT SAFETY.** Please help keep our students and community members safe by following these important rules when driving or walking in our parking lot:

**4.5.1.** Drive slowly at all times and with caution.

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

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

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

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

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

## **5. SCHOOL CALENDAR AND EVENTS**

**5.1.** At the Gardner School, we know parent and community member involvement is an important part of what makes our school unique. By hosting authentic and meaningful events for our students to showcase their learning, share their passions, and connect with others, we foster that community spirit.

**5.2** You may access the calendar on the [Gardner website](#). Gardner's annual events celebrate student learning and achievement and bring our community together. Community members and their families are welcome at our events. Events are publicized in Gardner's weekly email newsletter, our Google Calendar, [Gardner's Facebook page](#), and classroom emails.

### **5.3. SPECIAL CELEBRATIONS**

#### **5.3.1. Birthday Celebrations**

**5.3.1.1.** These celebrations should be limited to simple treats that can be shared during snack time. Please notify the teacher ahead of time. We request that families not bring in gift bags or additional items to share. Birthday celebrations are optional; many children choose not to celebrate birthdays at school.

**5.3.1.2.** In order to ensure that birthdays are a happy time for everyone, we expect that invitations to parties will be mailed and not distributed in class unless all members of the class are invited. Please be considerate with the planning details to avoid classroom disruptions.

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

### **5.4. CLASSROOM ACTIVITIES AND ANNUAL EVENTS**

**5.4.1.** Parents are encouraged and welcomed to attend many classroom and school activities throughout the year. At these activities, students can "publish" their work to an audience, an essential element of a multiple intelligences education because it requires students to consider the audience and the elements of a finished quality product.

**5.4.2.** We do our best to schedule these activities at times where parents have opportunities to attend despite their other obligations and time constraints. As an elementary school program, many of our events are held during the school day. We make every effort to provide advanced notice so that parents can arrange to attend if possible. For other events in the school year, teachers will provide as much notice as possible.

**5.4.3.** Some of our favorite events include;

**5.4.3.1. Wheels in School Days (Fall and Spring).** Children bring their non-motorized bikes and scooters and enjoy safe riding times at recess.

**5.4.3.2. Celebration of Learning Events.** At the end of each thematic we share projects and presentations from the student's learning.

**5.4.3.3. Music Night and Talent Show.** Our Music teachers support students in sharing group and individual performances.

**5.4.3.4. Field Days (Fall and Spring).** Students play a variety of outdoor games and competitions.

## **6. FIELD TRIPS AND CLASSROOM ACTIVITIES**

**6.1.** Experiential learning is an essential part of a Gardner education and experience. Students participate in many field trips throughout the year, including overnight opportunities for some classes. Parents of students with health or welfare needs that may require special attention on field trips or overnight trips should contact the classroom teacher. Parents must sign required permission slips and waivers before students are allowed to go on the field trip or overnight trip.

**6.2.** We seek to make field trips educational, fun, and safe. To achieve these goals, teachers send home information about upcoming trips and opportunities for parents to participate. Parents should read this information carefully and return signed permission slips in a timely manner. Parents are responsible for making sure students have the proper clothing and shoes, snacks/lunches, and other items required for a trip. Parents must provide car/booster seats for children who require them.

**6.2.1.** Parent volunteer drivers make most of our field trips possible! Parents who would like to drive on field trips must submit to a

Washington State Patrol background check, and provide to the School's main office their driver's license, insurance, and a signed Parent Driver Expectations form. Transportation of students must always adhere to state law with regards to seat belts, car/booster seats, airbags, and other safety requirements. These requirements include:

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

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

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

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

### **6.3. OVERNIGHT TRIPS**

**6.3.1.** Overnight trips involve the same safety requirements as other Field Trips, but preparing and outfitting students for these experiences is more involved. Your student's homeroom teacher will provide information about these trips. Parents who must accompany students due to specific health or welfare needs should speak to their homeroom teacher about these needs.

**6.3.2.** At Gardner, these overnight experiences are essential to our mission and pedagogy. Students enrolled at Gardner are expected and encouraged to attend these trips. Teachers prepare students well in advance for these trips. We ask that parents join us in helping their

child(ren) feel confident and secure about being away from home. Contact your homeroom teacher for ideas and suggestions.

## **7. STUDENT AND COMMUNITY CULTURE**

**7.1. STUDENT APPEARANCE.** Student appearance and dress are expected to be appropriate to the task, comfortable for the individual, and respectful of the learning environment. The following guidelines should be used in making these decisions:

**7.1.1** Clothing must always allow for full participation in class activities and be selected with safety in mind, including for PE and outdoor activities. As such, shoes or sturdy sandals are to be worn at all times. If a teacher or administrator determines that a student's footwear or clothing is unsafe or inappropriate for an activity, students may be asked to change clothing or lose the opportunity to participate in a given activity. If particular clothing or footwear may be needed for an activity, or particular items need to be kept on hand at school, teachers will let students and parents know ahead of time. The school believes that for children to learn, they need breaks where they are outside moving their bodies. There are three recess times given to students throughout most school days. The expectation is that students are outside for the duration of recess, and need appropriate clothing for the weather conditions.

**7.1.2.** Clothing or other accessories or adornments that express ideas inconsistent with Gardner's Non-Discrimination and Diversity Policies are not allowed, nor are items that display images or language related to violence, sex, drugs, alcohol, or profanity.

**7.1.3.** Any uncertainty about dress guidelines will be handled respectfully and privately on an individual basis. These conversations provide an opportunity to engage with students and parents in meaningful dialogue about appropriate and safe clothing choices in different settings, and about the daily physical requirements of participation at the Gardner School.

**7.1.4.** Families, including non-Gardner siblings of students, are expected to adhere to these standards of appearance while on the Gardner campus.

**7.2. LOST & FOUND.** Clearly labeling your child's belongings enables the faculty and staff to return lost items. We recommend that students not bring valuable personal items to School. We encourage you to peruse the lost & found rack in the Main Building lobby. Unclaimed items will be donated to



charity or discarded at key times throughout the year and after the last day of school.

**7.3. COMMUNITY CULTURE.** Gardner’s community is made up of teachers, staff members, students, parents, family members, volunteers, and special guests. While our community is diverse and rich, we are bound together by our commitment to Gardner and the welfare of our students. Our success as a school and community depends on the strength of our collaboration, cooperation, and compassion with one another. All students and community members are expected to behave in ways that demonstrate respect for others and the school environment, and that are in accordance with school rules. Our core values of Courage, Connection, Creativity, and Curiosity are supported by our standards of conduct. These standards are summarized by these three tenets of positive community conduct and participation:

●Be Safe ● Be Kind ● Act Responsibly

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

### **7.3.1. GENERAL BEHAVIOR AND CONDUCT**

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

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

**7.3.1.3.** Where a student’s behavior does not improve or where such behavior significantly interferes with the School’s

educational and social mission, the teacher and/or Head of School will request a conference with the parents to discuss ways to help the student better manage his or her conduct. In certain situations, the School may ask the family to seek additional intervention and support from outside the School.

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

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

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

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

## **8. PARENT↔SCHOOL PARTNERSHIP & COMMUNICATION**

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

**8.2. COMMUNICATION WITH SCHOOL.** Communication is an important part of our school community, and we value respectful dialogue about our school and our students. Our ability to work together for the benefit of your student depends on respectful and considerate interactions. Students can learn and develop these positive communication skills with support and modeling from teachers and parents. We look forward to promoting a spirit of positive communication and cooperation among all community members.

**8.3. CONCERNS.** Classroom concerns should be discussed with the classroom teacher first. Most issues can be resolved effectively at this level. If the concern remains, please discuss with the Assistant Head of School. If the concern is not resolved, the Head of School may become involved. Schoolwide concerns should be brought to the attention of the Head of School. Concerns regarding egregious behavior on the part of the Head of School should be brought to the attention of the current president of the Gardner School Board (the “Board President”).

**8.3.1. Confidentiality.** Out of respect for every community member, it is recommended that all concerns be treated confidentially and communicated directly with the teacher and/or staff members needed to be involved. In small communities, it is easy to spread rumors or make assumptions, but these often do not include the entire story or do not include every perspective. Please assume best intent, work directly with the people involved, and remember that we are working with children and families and confidentiality gives respect, kindness, and care to everyone.

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

**8.4.1. REGULAR COMMUNICATION.** We communicate with parents through the school website ([www.gardnerschool.org](http://www.gardnerschool.org)), community emails, and regular classroom communications. Parents should be sure to look for information in the following sources:

**8.4.1.1.** Teacher newsletters specifically about the classroom;

**8.4.1.2.** Gardner School newsletter;

**8.4.1.3.** Growing Gardner, our school-wide newsletter;

**8.4.1.4.** The [Gardner website](#), [Facebook page](#), and [Instagram page](#) (updated regularly).

**8.4.2. GARDNER SCHOOL EMERGENCY COMMUNICATION** In the event of an emergency or school closure, the School will communicate with families using our Student Information System (SIS). This system will send an email, text message and/or voicemail to all members of the Gardner community. Parents are automatically entered into the system upon enrollment. Please also check for direct email communication from the School, as well as announcements on social media and/or the Gardner School website.

## **9. GIVING TO GARDNER**

### **9.1. DEVELOPMENT - PHILANTHROPY AND FUNDRAISING**

Independent schools rely on the philanthropy and generosity of their community members and supporters. As a non-profit, tax-deductible donations from our community are vital to our operations and serve our students now and into the future. Gardner sponsors fundraising activities during the year that provide valuable support to school programs. The Head of School and the Board are responsible for guiding the School's development efforts. Donations to the school may be made at any time either through the Gardner website's [Giving Page](#) or by contacting the Head of School. Our school is incredibly grateful for donations of time, talent, and treasure.

### **9.2. VOLUNTEERING - THE GIFT OF TIME**

**9.2.1.** Our School thrives in large part due to the commitment, passion, and talents of our volunteers. Volunteering is a great way to connect to your child's learning, your child's classmates and families, and the School as a whole.

**9.2.2.** Parent and family volunteers have benefited our school and campus in countless ways. Volunteers drive on field trips along with supporting teachers and staff with appreciation opportunities. Volunteers serve on school committees, run clubs, weed in gardens, and assist in classrooms.

**9.2.3.** We welcome you to share your expertise, hobbies, interests, heritage and experiences with our students. To get involved in these or other activities, complete the [Family Volunteer Interest Form](#).

**9.2.4.** Parents or other family members wishing to volunteer with students at Gardner are required to [complete a background check](#) with the Office Manager.

**9.2.5.** We welcome parents as visitors and participants in the classroom; however, prior arrangements must be made with the teacher(s) and administrative staff.

## **10. GARDNER SCHOOL POLICIES, PROCEDURES, AND STATEMENTS**

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

### **10.2. DIVERSITY POLICY**

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

**10.2.2.** Gardner is committed to increasing diversity within its community and strives to promote inclusiveness regarding the administration of all educational policies, teaching practices, financial assistance programs, composition of the Gardner Board of Trustees (the "Board"), staff, and student body, and community development and outreach.

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

### **10.4. DISCRIMINATION AND HARASSMENT FREE WORKPLACE**

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

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

## **10.5. ATTENDANCE POLICY**

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

**10.5.2.** If your student is going to be late or absent, please contact the School's main office (rather than the teacher) no later than 8:30 AM either by calling the main office at (360) 574-5752 or emailing [llinderman@gardnerschool.org](mailto:llinderman@gardnerschool.org). After this time, the main office will call parents to confirm the child's absence. Students who arrive after 8:40 AM **MUST** check into the main office before going to class; students in Tumtum - Wy'East must be accompanied by a parent or other adult rather than come to the office unattended.

**10.5.3.** If your student must depart Gardner prior to dismissal, please notify both the teacher and the School's main office ahead of time. When you arrive on campus to pick up your child(ren) for early dismissal, go to the main office to check them out rather than go directly to the classroom. Please give yourself plenty of time to pick up your student to arrive where you need to go on time.

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

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

## **10.6. SCHOOL PROPERTY AND EQUIPMENT**

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

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

## **10.7. USE OF SCHOOL CAMPUS AND FACILITIES**

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

**10.7.2.** Animals (pets or livestock) brought to campus and intended to or reasonably expected to interact with students or staff must be pre-approved by the Head of School. Where applicable, animals must have current vaccinations, and a copy of these vaccinations must be on record with the Business Office. Pets and service animals\* must be leashed or under the demonstrated verbal control of the owner at all times. Owners must pick up and dispose of dog waste, and animals should be kept out of the garden and Imagination Playground areas. Dangerous animals or those with a history of aggressive behavior are not allowed on campus, except as part of an educational program supervised by experienced staff who will remain in control of the visiting animals at all times.

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

## **10.8. TOBACCO, ALCOHOL, DRUGS, AND WEAPONS**

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

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

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

**10.10.1. Ownership of School Issued Accounts and Computers.** All School-issued accounts, including login credentials to cloud-based services, computers or tablet devices, and the school's WiFi network remain the sole property of Gardner and are subject to monitoring by faculty and staff. Monitoring may include, but is not limited to, scanning



for malicious software, blocking access to unsafe websites or applications, or cloning the contents for backup purposes. Students are not allowed to install any application on a school-owned account or device that would prevent the school from carrying out these activities.

### **10.10.2. Use of Computers Electronic Devices, and the School's WiFi Network.**

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

**10.10.2.2.** While students are permitted to have personal devices, such as a cell phone, they must be switched off during the school day unless a faculty or staff member has explicitly authorized their use. At all times, students must follow classroom rules for use of personal devices. Improper use of cell phones, including during recess and lunch times, may result in the confiscation of the phone until the end of the school day. Repeated violations may result in the student having to check in the phone to the front office each morning. For the privacy of all students, students are not allowed to record video or take pictures of other students on their personal devices.

**10.10.2.3.** There may be some times when students are allowed to use personal devices, including, but not limited to, cell phones, smart watches, gaming devices, or laptops for a school-related purpose. At all times, students must follow classroom rules and the directions from staff about proper use.

**10.10.2.4.** The School encourages families to set clear expectations for their child's use of such devices. Please only communicate with your child through the Front Office rather than by texts or phone calls during the school day.

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

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

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

**10.10.5. Storage of Assignments & Privacy.** Files stored on School-owned computers or portable electronic devices and/or school-owned cloud-based storage, even when in password-protected student accounts, may be periodically scanned for viruses or other threats and may be inspected for copyright or licensing violations. Files may be moved or archived depending on the needs of the school to maintain its information technology infrastructure.

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

**10.10.7. Inappropriate Web Content.** While the school blocks most inappropriate web content, the programs used are not perfect. Students are taught when they see something on the internet that makes them uncomfortable to close the web page and inform a teacher immediately. If students are caught looking at inappropriate content on the internet the privilege of using the internet will be curtailed for a set amount of time determined by the teacher and administrative team.

**10.10.8. Battle Ground Public Schools Child Find Statement.** As a private school located within the boundaries of Battle Ground Public Schools (BGPS), students attending Gardner are entitled to access to testing and evaluation through BGPS. The Child Find statement is as follows: "Battle Ground Public Schools are committed to addressing

the unique needs of students with disabilities, birth through age 21, who reside within the boundaries of the Battle Ground School District. This includes children with disabilities enrolled in private schools within the district boundaries as well as children who are homeless. Disabilities can be in any one of several categories that ultimately affect a child's learning, such as the ability to think, to express oneself, to see or hear clearly, to get around, or understand instructions given. If you have a child who you think might have a disability requiring special education instruction or significant accommodations at school, or if you know of such a child, please feel free to call the Battle Ground Public Schools Special Education Office at (360) 885-5318."

## **11. STUDENT PROGRESS AND RECORDS**

**11.1.** We provide a rich educational experience at Gardner – one that is varied, individualized, broad, and balanced. Assessments reflect this experience. At Gardner, assessment is an education tool rather than an end unto itself. Faculty strive to clarify expectations with each student and to structure challenging and relevant assessment experiences that offer opportunities to demonstrate learning and progress as well as identifying areas for improvement.

**11.2. ASSESSMENT.** Gardner School teachers use standards-based grading to assess students in authentic and personalized ways throughout the year. Benchmark assessments are done throughout the year to measure student growth and learning, and information is shared with parents individually at those various times. Teachers complete a final grade report at the end of the school year that reflects those assessments and serve as a student's transcript.

**11.3. CONFERENCES.** Conferences allow teachers and parents to review and discuss a student's strengths, progress toward achievement, mastery of skills, and strategies for improvement. Teachers and parents also may discuss the student's motivation, attitudes toward learning, special interests, and social-emotional development. Parent conferences occur three times per in the school year, though ongoing communication is welcomed.

### **11.4. STUDENT RECORDS AND PRIVACY**

**11.4.1.** Gardner takes the privacy and confidentiality of student educational, health, and other personal records and information extremely seriously. Teachers receive training annually in best practices and legal requirements with regards to student records and privacy. Student records are kept electronically and contain both formal and informal documents relating to the academic and social progress

of each student. Parents who wish to review the contents of their child's records may do so in the company of the Head of School or their designee.

**11.4.2.** Student records will be made available only to the student's legal parents or guardians, or to other educational entities with a right to access said records.

**11.4.2.1.** If a parent requests that student educational records or information be shared with a third-party, including health-care providers, the parent will be asked to complete a record-release/waiver of confidentiality form.

**11.4.2.2.** Additionally, student records may be released in accord with a legal process or court order.

## **11.5. PHOTOS AND MEDIA**

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

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

**11.5.1.2.** Weekly newsletter (email/archived on web);

**11.5.1.3.** [Gardnerschool.org](http://Gardnerschool.org) website;

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

**11.5.1.5.** Gardner School social media pages;

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

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

**11.5.2.** In such use, the School does not identify the student by full name without express permission from the parent(s) or guardian(s). Gardner has no control over and is not responsible for how others use images they obtain from school publications, the school's website, or

the school's social media platforms. Other than the school yearbook, student names are not typically included with photos. However, news/media may request to use your student's name with their photos or video.

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

**11.5.4.** If you have any questions about the use of your student's photo and/or name, please contact the Assistant Head of School at [ctomlinson@gardnerschool.org](mailto:ctomlinson@gardnerschool.org).

**11.5.5** In respect of student privacy and the choices of other families, please do not post or share any images of other students on personal accounts without express permission. Sharing of posts from Gardner School social media accounts is acceptable.

**12. HEALTH & SAFETY.** The health, welfare, and safety of our students, faculty and staff, and all community members are priorities at Gardner. The following guidelines and information are meant to provide an overview of our health and safety measures. Additional information is available in the School's main office and from your child's homeroom teachers. If you have questions or concerns regarding these important objectives, please contact the Head of School.

### **12.1. HEALTH, WELFARE & MEDICATION POLICY**

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

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

**12.1.3.** In the event of an accident, trauma, or injury to a student's head, the school will first evaluate whether emergency services should be contacted. If the School determines that emergency response services are not required, the School may still request the child be picked up by a parent or designated contact for further evaluation. Upon the student's return to School, the School requires notice from the student's parent or guardian as to the student's condition and/or any necessary modifications to the student's activities.

**12.1.3.1.** In the event of a concussion, the student will be excused from physical activity or other activities that involve potentially dangerous tools or materials until the school receives notice from a health care professional (who is not the student's parent or relative) that it is safe for the student to resume such activities.

## **12.2. EMERGENCY MEDICAL CARE POLICY**

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

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

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

**12.2.3** Additional requirements for early childhood students in compliance with DCYF regulations will be shared with parents as needed for individual circumstances.

## 12.3. STUDENT ILLNESSES

**12.3.1.** Children with any of the following symptoms are not permitted to attend or remain at school. These are recommendations from Clark County Public Health and the Washington State Department of Health. If your child has any of these, please send an email to [health@gardnerschool.org](mailto:health@gardnerschool.org) with details, and our designated staff member will contact you with directions and any necessary steps:

**12.3.1.1. Fever** of at least one hundred degrees Fahrenheit (100° F) as read under arm (axillary temp.; as measured by digital thermometer). Your child should be free of fever for **24 hours** (without the use of fever-reducing medications) before returning to school.

**12.3.1.2. Nausea, vomiting, and/or diarrhea.** Your child should **not** return to school until **24 hours** after the last time they vomited or had diarrhea.

**12.3.1.3. Rash.** Do not send your child to school with a rash until you have approval from a licensed health provider, or the rash has been resolved, especially with other symptoms present.

**12.3.1.4. Eye Drainage/Pink Eye.** Do **not** send your child to school if there is white or yellow drainage from the eye(s) and/or redness of the eyelid or skin surrounding the eye. This may indicate conjunctivitis, a common infectious disease (pink eye.) See a licensed health care provider if your child has these symptoms.

**12.3.1.5. Earache, ear drainage, sore throat, runny nose with yellow or green discharge.** Contact your child's healthcare provider for further recommendations. Children with excessive mucus production or pain will be removed from class and sent home.

**12.3.1.6. Cough.** As a cough is often persistent after an upper respiratory infection or as part of a common cold, and is sometimes a symptom of asthma, allergies, acid reflux, or other non-communicable conditions, cough by itself (accompanied by no other symptoms on this list) is not an exclusionary symptom. Children who exhibit a persistent cough will be asked to wear a mask until their cough subsides.

### **12.3.1.7. Known Communicable Diseases.**

**12.3.1.7.1. Chickenpox.** Do not send your child to school until all lesions have crusted.

**12.3.1.7.2. Impetigo.** Do not send your child to school until treated or unless approved by a licensed health care provider and a note is provided to Gardner.

**12.3.1.7.3. Strep.** Do not send your child to school until under treatment for 24 hours.

**12.3.1.7.4. Ringworm.** Do not send your child to school until treatment has been started.

**12.3.2.** Children exhibiting any of the above exclusionary symptoms/conditions without medical clearance to be at school will be removed from class and cared for in the office until the parent/guardian or emergency contact picks up the child.

**12.3.3.** In the event of a student's possible exposure to a communicable disease or condition (other than common cold/sniffles) we notify parents and guardians via email or phone regarding their child's exposure and provide them with information about that virus or condition. Individual child confidentiality is maintained to the best of our ability depending on the circumstances, with the school providing information to staff and teachers on a need-to-know basis.

**12.3.4.** Children may return to school when they no longer have any of the above symptoms and/or Public Health exclusion guidelines for schooling are met. Student participation in after-school activities or events is subject to these same guidelines.

**12.3.5.** By law, Gardner School is required to report some communicable diseases to the Health Department. These include COVID-19, German measles and measles (rubella), hepatitis, meningitis, mumps, salmonella, shigella, tuberculosis, whooping cough (pertussis) and roseola. We will also provide the Health Department with statistics on chickenpox, impetigo, pink eye, scarlet fever, and strep throat where required.

**12.3.6.** Staff members follow the same exclusion criteria as children.

**12.3.7.** With regards to COVID-19 or future pandemics, Gardner School will continue to monitor and follow state guidelines from DOH,



OSPI, and DCYF as well as guidance from NWAIS, and will modify policies should guidelines evolve.

**12.4. IMMUNIZATIONS.** A Washington State Certificate of Immunization Status (CIS) is required for all students.

12.4.1. The Gardner School Administration pulls the CIS from the Washington State Immunization Information System (WAIIS) at the beginning of each school year. For any students with an incomplete CIS in this system, the Office Manager will contact parents for an updated immunization record, which must be from or signed by a doctor, clinic, or other Primary Care Provider. The Gardner School will update the student's information in the WAIIS upon receipt of verified vaccination records.

**12.4.2.** Students may attend school without one or more immunizations if the parent/guardian completes a [Certificate of Exemption \(COE\)](#) from School, Child Care, and Preschool Immunization Requirements. The COE must be signed by the parent and a Care Provider, and returned to the Gardner School main office prior to the student beginning school.

**12.4.3.** Washington State does not permit exemptions based on personal objections for the Mumps, Measles, Rubella (MMR) vaccine. Information about immunization requirements can be found on the [Washington State Department of Health site](#).

**12.5. OTC MEDICATION AND OTHER HEALTH POLICY.**

**12.5.1.** All student-specific prescription medications (topical, oral, or inhaled) and oral OTC medications or supplements provided by parents will be stored in the main office. Any medications administered by staff require a completed medication form and physician's signature.

**12.5.2. Topical Substances**

**12.5.2.1.** For K-6 students, sunscreen, saline eye drops, lotion, vaseline, lip balm and similar OTC topical substances do not require paperwork if the child is able to apply the item themselves **and** follow rules to not share these items with classmates. In such instances, students may possess these items in their backpacks or cubbies and use them as appropriate. No medication form is required for these items.

**12.5.2.1.1.** For K-6 students, if a parent requests that a staff person apply or administer sunscreen, saline eye drops, lip balm, or other topicals for a child, regardless of the substance, we request a completed Request for Administration of Medication form, including a medical practitioner signature for all prescription substances or OTC substances with active ingredients, be submitted and on file with the School.

**12.5.2.2.** For topical substances, all children in our Early Childhood program are required by DCYF licensing to have a completed Request for the Administration of Medication form on file, signed by their health provider, regardless of their ability to administer the substances themselves, and regardless of whether there are any active ingredients or medications present in the topical substances. This includes but is not limited to all substances listed in 12.6.2.1.

**12.5.2.2.1.** For Sunscreen only, there is a separate Request for the Administration of Sunscreen form. All Early Childhood students will be required to have this form on file each fall.

**12.5.4.** The school does not provide medications to students, topical or otherwise, unless the medications have been brought to school by the parent or guardian, specifically for that student, along with the appropriate paperwork.

**12.5.4.1** K-6 students may receive plain petroleum jelly for chapped lips or hands, and may also receive hand sanitizer throughout the day.

**12.6. ANIMAL POLICIES.** In some classrooms, birds, reptiles, fish, and other creatures may be housed for educational reasons. Gardner follows acceptable standards for the safe and humane keeping and handling of these classroom pets and critters. Students may not handle animals, reptiles, or other creatures except under the supervision of Gardner staff and then must follow classroom procedures for handwashing and other hygiene measures. Parents are asked to not bring animals onto campus without prior approval from administration, and are expected to maintain control over the animal for the entirety of their time on campus. **See section 10.7.2.**

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

**12.8. EMERGENCY PREPAREDNESS AND PROCEDURE.** Gardner takes great care in ensuring our community's safety and security in the event of emergency situations. The following guidelines and information provide an overview of our emergency preparedness measures. Additional information is available in the School's main office and from your child's homeroom teacher. If you have questions or concerns regarding these important objectives, please contact the Head of School.

### **12.8.1. INCLEMENT WEATHER AND SCHOOL CLOSURES**

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

**12.8.1.2.** Gardner School Emergency Communication channels (see 7.4.2.) including social media sites, texts, and emails from our School Information System.

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

Consequently, it is important that families always check Gardner communications about closures.

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

## **12.9. GENERAL EMERGENCY PREPAREDNESS GUIDELINES**

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

**12.10. EMERGENCY PREPAREDNESS.** An Emergency Preparedness and Response Plan is reviewed annually and is available from the School's main office. This plan documents a School-wide response to a variety of natural and man-made emergencies. Evacuation routes are posted in all learning areas and a log of drills and events is kept in the School's main office.

### **12.10.1. SCHOOL EVACUATION - PICK-UP LOCATION**

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

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

## **12.11. EMERGENCY CONTACT INFORMATION**

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

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

\*\*\* End of Gardner School Community Handbook\*\*\*