



## Garfield Elementary School

325 Plymouth Street NW  
Olympia, WA 98502  
(360-596-6900)

<http://garfield.osd.wednet.edu>

Brendon Chertok  
Principal

November 26, 2014

### December Calendar of Events

December 2	<b>5:00</b>	Site Council Meeting
December 3	<b>9:40</b>	Late Start
December 3	<b>7:30</b>	Strings Concert @ CHS
December 5	<b>11:45</b>	Early Release
December 8	<b>6:30</b>	PTA Meeting
December 9	<b>2:15</b>	Grades 4 & 5 Winter Concert
December 12	<b>6:30</b>	Children's Store/Bingo
December 16	<b>6:30</b>	Grades K-3 Winter Concert
December 17		Holiday Spirit Pick-up
December 22		Winter Break

### Garfield Wish List

Linda Zaccagnini: MORE Class Instructors  
 School: Tennis balls - used or new  
 Garfield Track Stars: Volunteers - mornings - 10:10-10:35  
 All Classrooms: PTA room reps  
 Playground: Large spoons (for digging in sandboxes)

### Lost and Found

Our lost and found is overflowing with clothes! Please check it for any missing items. We will be donating any unclaimed clothes to The Little Red Schoolhouse on December 19<sup>th</sup>.

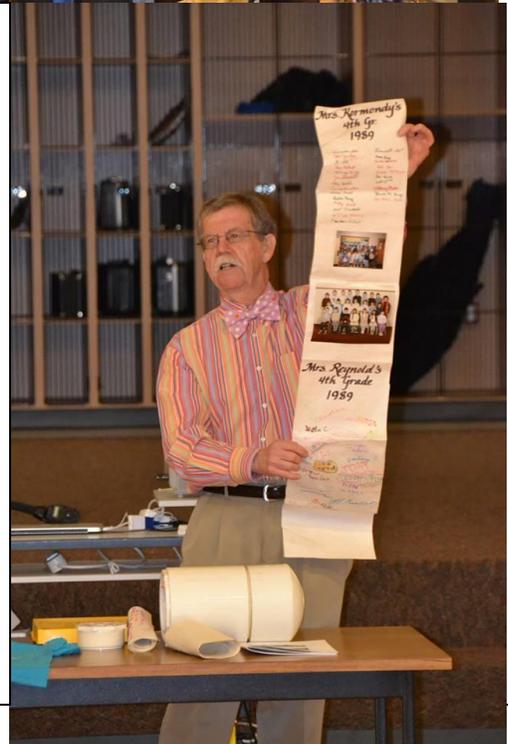


### Garfield Celebrates!



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## Weird Math! or Strange Math Homework or What is up with this Math?

In 2011, Washington State committed to *Common Core* standards for English and math, and Garfield has worked with the new approach for the past two years. At the same time, the Olympia School District reviewed curricula to find one that matches what Common Core requires; for math, the District settled on *Bridges*. Teachers and kids started with Bridges this past September, and together they are working out the kinks. After two years with math-wizard Mr. Naughton, my daughter thinks it's too easy. Of course everyone thinks the course is weird—new is usually weird!

It helps to know what Common Core is about, because I think the ideas behind it are good ones. The Common Core standards were drafted by experts and teachers from across the country, and crafted so that students would learn more gradually, but more deeply about a concept before moving to the next. The standards want students to be able to show *why* they know what they know, and to show that understanding in more than one way. Common Core moves away from kids memorizing how to add fractions, and helps them really understand what happens when they are combined.

This approach can frustrate parents who learned how to do math problems only one way. We are asked to help with homework, but our child's figuring looks like an unnecessarily complicated mess. But this complicated figuring is giving our child a way to picture what happens when numbers are multiplied, or subtracted it's messy now, but can become pictures a student holds in mind for when the math gets more advanced. Also, as Mrs. Olson told me, if I can explain how my one way to do long division works, then giving that to my kid is a great way to help; it gives him or her one more option for solving that kind of problem.

Another part of Common Core is that it is a national approach, and based on international standards too. The plan is to give kids across the country more equal chances for learning and succeeding. To learn more about that part of Common Core standards, check out the 3 minutes video at <http://www.corestandards.org/what-parents-should-know/>—it's in the upper-right corner of the page.

## Fun at the Fall Fling!



## Arrival/Dismissal Information for Special Days

### Half Days

#### Dismissal 11:45

December 5

March 13

March 24, 25, 26, 27 – Conference Week

### One Hour Late Start Days for Improving Teaching and Learning

#### 9:40 Start

December 3

January 7, January 21, February 4, February 25,

March 4, April 1, May 6, and June 3

### No School Days

December 22 - January 2 - Winter Break

January 19 - Martin Luther King, Jr. Day

February 16 and 17 - Presidents Day/Mid-Winter Break

April 6- 10 - Spring Break

May 25 - Memorial Day

### Last Day

June 12 (unless makeup days are needed)

11:45 Dismissal

## Garfield Student Behavior Management Plan - Section 3 - Miscellaneous:

- all principal referrals include as-immediate-as-possible communication from the referring staff member
- principal referrals will be handled during the student's recess when possible
- all principal referrals activate a progressively escalating system of consequences
- staff will refer to the principal for both negative and positive behaviors
- students are always supervised by a staff member
- during a crisis any staff member may appeal directly to the principal or office for help
- the counselor will create a plan to connect "significant adults" with small numbers of students for whom this benefit might prove crucial



**Garfield students say "Thanks!"  
to our Veterans.**

