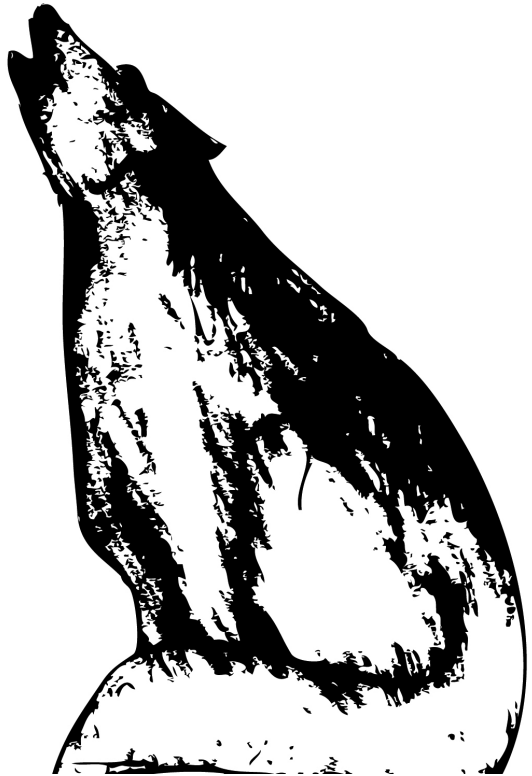


Laura Ingalls Wilder Elementary

Student/Parent Handbook 2017-2018



Wilder Elementary
22130 N.E. 133rd St.
Woodinville, WA 98077
425-936-2740
www.lwsd.org/wilder

Every Student Future Ready

*Prepared for college, prepared for the global
workplace, prepared for personal success*

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A1	Lake Washington School District (LWSD) Elementary School Student Rights and Responsibilities

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation, gender identity or gender expression, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. [Complete policy statement.](#)

Welcome

Welcome to the 2017-18 school year!

Laura Ingalls Wilder Elementary School has it all – a wonderful, well-qualified staff, terrific students and super supportive PTSA. Teachers, support staff and parents team together to provide the best educational experience possible for our students.

I encourage all parents to take an active role in your child's education. Classroom teachers and the PTSA have ample opportunities for you to be involved in a variety of ways. Parent involvement and strong academic achievement go hand-in-hand.

If you have questions during the school year regarding your child's experiences at Wilder, please feel free to contact our office staff. We'll do our best to answer your questions. Together, 2017-18 is going to be a great year.

Steve Roetcisoender
Principal

Wilder Elementary
22130 N.E. 133rd Street
Woodinville, WA 98077

425-936-2740
425-702-0114 fax
www.lwsd.org/wilder

Superintendent
Dr. Traci Pierce

Board of Directors
Nancy Bernard
Siri Bliesner
Christopher Carlson
Eric Laliberte
Mark Stuart



Mission and Beliefs

Mission Statement

*Every Learner a Powerful Mathematician, Effective Writer,
Responsible Citizen and Confident Reader*

Wilder Staff Beliefs

We Believe...

- all students can learn and each child is special.
- when students set goals and are responsible for their own learning and behavior they will feel successful.
- students come to school wanting to learn.
- it is important for students to learn how to learn because students learn at different rates and times.
- the student profile should determine lesson units and course plans.
- Wilder will be a safe place for students and staff.

We Believe....

- teaching is the most important profession.
- teachers need to be enthusiastic about learning and positive toward students.
- specific student's standards should determine lesson unit and course plans.
- high expectations increase student success.
- thinking skills, interpersonal skills and communications skills need to be integrated into all curriculum areas.

We Believe....

- parents need to help by holding students accountable and helping them be responsible for their own learning.
- the skills and attitudes learned in school will make the community a better place for all.
- communication between the home and school should be open, honest, and frequent.
- staff, students and parents working together will give all students the best chance to succeed.
- parents should feel welcome and involved in our school.
- input from parents and community should be part of a continuous school improvement process.
- the school and the community should work together to identify and achieve student goals.

School and District Contacts

Principal	Steve Roetcisoender	sroetcisoender@lwsd.org
Associate Principal	Charles Jamieson	cjamieson@lwsd.org
Office Manager	Beth Powell	bpowell@lwsd.org
Secretary	Kathy Conrad	kconrad@lwsd.org
Guidance Counselor	Tony Minaglia	aminaglia@lwsd.org
Psychologist	Olivia Pennell	opennell@lwsd.org
Speech Therapist	Anna Wheeler	awheeler@lwsd.org
Occupational Therapist	Jill Minehan	jminehan@lwsd.org
Special Education	Cathy Angell Allison Janshen	cangell@lwsd.org ajanshen@lwsd.org
Safety Net	Danielle Burns	dburns@lwsd.org
ELL	Teri Skaggs	tskaggs@lwsd.org
Nurse	Elaine Sheppard	esheppard@lwsd.org
Librarian	Greg Simmons	gsimmons@lwsd.org
Library I.A./Office	Mary Francis	mfrancis@lwsd.org
Music	Melissa Headrick	mheadrick@lwsd.org
Itinerant Music	Ryan Lewis	rylewis@lwsd.org
Physical Education	Gary Larson	glarson@lwsd.org
Itinerant PE	Stephanie Miller	stepmiller1@lwsd.org
Para/IA	Jacqueline Martin Del Campo	martindelcampo@lwsd.org
IA	Victoria Goetze-Nelson Leslie Wolfe Katerina Pokludova Babli Senapati Leslie Romman Glidys Santiago Sarah Walsh	vgoetzenelson@lwsd.org lwolfe@lwsd.org kpokludova@lwsd.org bsenapati@lwsd.org lromman@lwsd.org gsantiagolozano@lwsd.org swalsh@lwsd.org
Head Custodian	Chad Lux	nlux@lwsd.org
Night Custodian	Arsen Tugan	artugan@lwsd.org

Classroom Teachers

Kindergarten	Liz Acres Kayla Carlin Jennifer Lynch Lindsey Thomas Kailee Tindall	eacres@lwsd.org kcarlin@lwsd.org jelynych@lwsd.org linthomas@lwsd.org ktindall@lwsd.org
First Grade	Heather Choe Karen Cosme Heidi Jensen Erin Johnson Holly Nelson	hchoe@lwsd.org kcosme@lwsd.org hejensen@lwsd.org ejohnson@lwsd.org holnelson@lwsd.org
Second Grade	Julie Doherty Melanie Gray Molly Linnell Lori Scallan Anna Tavener	jdoherthy@lwsd.org megray@lwsd.org mlinnell@lwsd.org lscallan@lwsd.org atavener@lwsd.org
Third Grade	Marissa Meadows Joseph Neibauer Melora Rouse Kristin Sigel	marimeadows@lwsd.org joneibauer@lwsd.org mrouse@lwsd.org ksigel@lwsd.org
Fourth Grade	Heather Carter Marie Hartford Michelle Hoehn Carol McCaig	heacarter@lwsd.org mhartford@lwsd.org mhoehn@lwsd.org cmccaig@lwsd.org
Fifth Grade	Sydney Berberet Roxie Harewood Aundy Newell Susan Sigmar	sberberet@lwsd.org rharewood@lwsd.org anewell@lwsd.org ssigmar@lwsd.org

District Administration 425-936-1200		Other Important Numbers	
Communications	425-936-1300	24 hour Crisis Clinic	206-461-3222
Nutrition Services	425-936-1393	24 Hour Alcohol & Drug	206-722-3700
Health Services	425-936-1407	CPS	206-721-4115
Quest/Highly Capable	425-936-1238	Poison Control	206-526-2121
Transportation	425-936-1120	24 Hour Nurse	206-246-8773

For more school district contacts go to www.lwsd.org and click "Contact Us."

School Day Schedule

Wilder Elementary office hours: 7:30 a.m. – 4:00 p.m.

First Bell	8:55 a.m.	
School Starts	9 a.m. Students arrive at school no earlier than 8:45 a.m. Students line up outside rooms and enter at first bell – 8:55 a.m.	
Morning Recess	10:10 – 10:25 a.m. 10:25 – 10:40 a.m.	Grades K/4/5 Grades 1/2/3
Lunch Schedule	12 – 12:30 p.m. 12:30 – 1:00 p.m. 1:00 – 1:30 p.m.	Grades K/1: Eat & Clean up Grades 2/5: Eat & Clean-up Grades 3/4: Eat & Clean-up
Lunch Recess	12:30 – 1:00 p.m. 1:00 – 1:30 p.m.	Grades K/1/3/4 Grades 2/5
Afternoon Recess	2:10 – 2:25 p.m. 2:25 – 2:40 p.m.	Grades K/1/3 Grades 2/4/5
Dismissal	3:30 p.m.	
Wednesday Early Release (LEAP) Dismissal	2:00 p.m.	

Bus Information

Bus Riders

The bus drivers will give each child a handbook explaining the expected behavior on the bus. Questions regarding bus routes should be directed to Student Transportation at 425-936-1120.

Bus Passes

Children may, if space permits, ride home from school with another child or get off their regular bus at a different stop. Please send a signed permission note with your child giving their name, teacher, date and name of the child with whom they are to go home. Children should give the note to the teacher in the morning. The teacher will write a blue bus pass which the child will show to the bus driver. If the bus is full, the students will be refused a ride home even with a bus pass. In case of a child frequently riding a different bus, a long-term pass will be given to the bus driver.

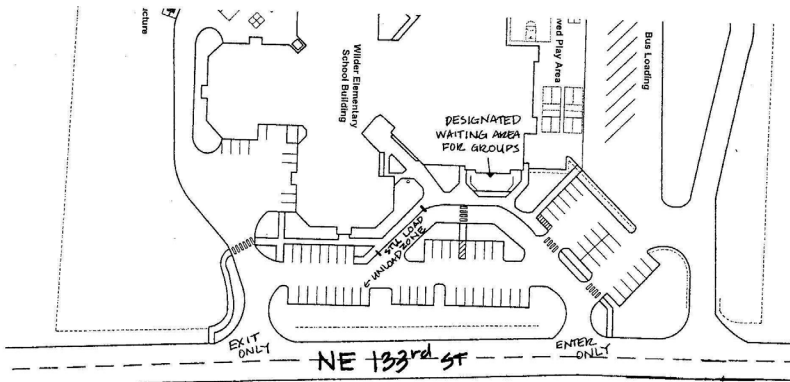
Bus drivers are not allowed to carry children on different routes or allow them to change bus stops without a pass.

Drivers will require students to have a blue bus pass to board a bus that they are not assigned to.

Notification of Student Behavior on the Bus

As before, the driver is to deliver ALL copies to the school office. Our safety advisor is to complete the comment section and return it to the student. The student must return the signed copy of the form to the bus driver **before** he/she will be allowed to ride the school bus. Severe infractions will lead to immediate loss of riding privileges.

Drop Off and Pick Up Procedures



Student Drop-Off and Pick-Up Procedures

- Always follow the direction of the supervisors out in front assisting the students.
- Stay in line and no cuts.
 - This applies to all of you who are in the turn lane on 133rd Street.
 - Please stay in line, wait your turn, and no cuts.
- For safety reasons, NE 133rd Street should not be used for drop off or pick up.
- Encourage your child to get out of the car quickly.
 - Backpacks etc. should be ready to go.
 - If your child needs extra time getting out of the car, please park.
 - The drop off / pick up lane is for QUICK loading and unloading only.
- Use only the load & unload zones.
 - Do not drop off students in the staff parking lot.
 - Pull forward to the load/unload zone for student arrival and pick up.
- For those of you who park and wish to leave during peak time:
 - The cars in the drop off/pick up lane have priority.
 - **Cars parked in slots west of the exiting cars must remain parked until the drop off/pick up lane is clear.**
- Do not pass in the drive thru lane.
- If your child has not arrived out front and other cars are loaded behind you, you will be asked to either park or loop around again.
- Any parents meeting a group of students are to meet their groups within the brick walled area in the front.
 - Students are not to sit on this wall for safety reasons.
- Once you enter the parking lot area of Wilder, please refrain from using your cell phone.
- For the safety of our students, we ask all parents to follow these rules, with no exceptions.
- Please remember that we make your child's safety a priority.

Attendance and Early Dismissal

Attendance

Regular attendance is important to a child if he/she is to make continued progress. Research indicates there is a positive relationship between achievement and the amount of time spent in school. Tardiness and early dismissals cause disruptions for your child as well as their teachers and classmates.

Admit slips will be written beginning at 9:00 a.m. per the school wall clocks. The Principal will review a monthly report for absenteeism and tardiness issues.

At **five (5) absences/tardies** in a 30 day time period or if a teacher has significant concerns, classroom teachers will be notified and asked to make contact with the family, explaining the educational impact on the student. When contact has been made, classroom teachers will also notify the school counselor. At **10% tardy or absences**, a letter will be sent from the Principal to the family indicating the continuing problem and mentioning the BECCA requirements for attendance.

If any elementary student has five or more excused absences in a single month during the current school year or 10 or more excused absences in the current school year, the school shall schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. If there is not improvement and tardies or absences remain at **10% or greater**, there will be another letter requiring parents to make an appointment with the principal.

If tardiness or absenteeism continues to be an issue, a letter will be sent requesting a meeting with the LWSD BECCA representative, parent, student and Principal. There may be some exceptions to this based on individual student situations and circumstances.

Reporting Absences

Absentee/School Closure Hotline 425-936-2741

Please call to report absences by 9:00 a.m. and leave your child's name, teacher, date and reason for the absence or late arrival. Students arriving at school after 9:00 a.m. need to report to the office for a pass.

- The Safe Arrival Committee program notifies parents if their child has not arrived at school. Parent volunteers manage this program. If a child is absent and the school has not been notified, the volunteer will attempt to notify the parents.

Attendance and Early Dismissal

Early Dismissal

Please make every effort to make medical and dental appointments outside of school hours and align vacations, excursions, etc. with school holidays. On occasion, it may be necessary to have your child dismissed from the classroom before the end of the school day. If so, please follow these steps to ensure the safety of our students.

- Parents must come to the office and sign out their child.
- The child will be called to the office.
(Children may not wait outside for parents)
- An authorization must be signed by the parents for anyone else to withdraw students from school.
- Send a note to the teacher and office stating the dismissal time. Please do not expect a child to be sent to the office to await your arrival.
Dismissal during lunch and recess hours is discouraged.

Extended Trips

Extended trips should be planned for school vacation times. If you are planning an extended trip during school, it is important to contact your child's teacher at least three days in advance. Please also contact the office so we will not include your student on the safe arrival calls. Make certain that teacher expectations regarding time/missed assignments are clear to your child. In some situations, sending practice activities home without class instruction is detrimental to student learning. This is often the case when students go on extended trips. Sometimes it is more beneficial for children to catch up after the trip than attempt to keep up while on the trip. This does not mean that learning should cease while families travel. Guided learning and the subsequent organization and communication of acquired knowledge are valuable exercises. Some teachers have learning guides that children and parents can follow while on a trip.

Vacation Homework Policy

Family vacations are special times, and we ask that you please consult the school calendar when making your vacation plans. Classroom attendance is positively related to student achievement. We cannot duplicate what is learned in the classroom by only providing written make-up work. Often written work is practice or an extension of what is taught and discussed during the lesson in class. Those assignments that can be completed outside the classroom environment will be accumulated and saved by the teacher for your student. Upon return, the student will be asked to complete them at home with parental assistance. Although every effort will be made to see that your child gains the needed learning, teachers are not required to assemble packets for such absences. Additionally, assessments, including unit tests and district assessments, will not be made up due to extended absences. This may impact a student's grade.

Attendance and Early Dismissal

The Washington attendance law, the BECCA bill, <http://www.wsipp.wa.gov/rptfiles/BeccaTruancyES.pdf> requires students by law to be in school. This law can apply to elementary school aged students when they are excessively absent even if they are excused. *Washington State law requires that all children from age 8 to 17 attend school. This law also applies to children ages 6 and 7 if the parent enrolls the child in public school. Regular attendance is a major factor in determining a child's success in school and helping them to perform well academically.* Although missed assignments can be made up, nothing can replace valuable in-class instruction.

We understand that there is the occasional vacation and/or circumstance that take students out of school, but we ask that you think about the repercussions of students missing this time and instruction in class. When students are not in school, they miss valuable instruction. Missed assignments may be provided following the absence for completion with parent support. Teachers are not expected to create additional assignments or remedial instruction for students who miss school as a result of vacation scheduled during school time.

Unexcused Absences (truancy) and the Becca Bill

Under RCW 28A.225, the Compulsory Attendance Law or Becca Bill, parents are responsible for their child's full-time attendance. If it is determined that a student is truant, the parent/guardian will be notified by phone or by mail, of the unexcused absence. If the truant behavior continues, a conference will be set to help reduce the student's unexcused absences. If unexcused absences accumulate to seven (7) unexcused absences within any 30 day period, or ten (10) unexcused absences during the school year, the student will be prosecuted for truancy at the King County Superior Court. An absence under this provision is when the student is truant for the majority of his or her class schedule.

Please let the office and your teacher know if you have any planned absences during the year.

RCW 28A.225.015 Attendance mandatory — Six or seven year olds — Unexcused absences — Petition.

(1) If a parent enrolls a child who is six or seven years of age in a public school, the child is required to attend and that parent has the responsibility to ensure the child attends for the full time that school is in session. An exception shall be made to this requirement for children whose parents formally remove them from enrollment if the child is less than eight years old and a petition has not been filed against the parent under subsection

Attendance and Early Dismissal

(3) of this section. The requirement to attend school under this subsection does not apply to a child enrolled in a public school part-time for the purpose of receiving ancillary services. A child required to attend school under this subsection may be temporarily excused upon the request of his or her parent for purposes agreed upon by the school district and parent.

(2) If a six or seven year-old child is required to attend public school under subsection (1) of this section and that child has unexcused absences, the public school in which the child is enrolled shall:

(a) Inform the child's custodial parent, parents, or guardian by a notice in writing or by telephone whenever the child has failed to attend school after one unexcused absence within any month during the current school year;

(b) Request a conference or conferences with the custodial parent, parents, or guardian and child at a time reasonably convenient for all persons included for the purpose of analyzing the causes of the child's absences after two unexcused absences within any month during the current school year. If a regularly scheduled parent-teacher conference day is to take place within thirty days of the second unexcused absence, then the school district may schedule this conference on that day; and

(c) Take steps to eliminate or reduce the child's absences. These steps shall include, where appropriate, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, offering assistance in enrolling the child in available alternative schools or programs, or assisting the parent or child to obtain supplementary services that may help eliminate or ameliorate the cause or causes for the absence from school.

(3) If a child required to attend public school under subsection (1) of this section has seven unexcused absences in a month or ten unexcused absences in a school year, the school district shall file a petition for civil action as provided in RCW 28A.225.035 against the parent of the child.

(4) This section does not require a six or seven year old child to enroll in a public or private school or to receive home-based instruction. This section only applies to six or seven year old children whose parents enroll them full time in public school and do not formally remove them from enrollment as provided in subsection (1) of this section.

Specialist Classes

Physical Education/Music/Band

All students in grades K-5 receive classes in music and physical education each week. Music instruction includes vocal, rhythms, musical notation and theory. String classes are offered to students in grades 4-5 and band classes to students in grades 4-5. There is no charge for these programs but parents usually supply the instruments.

Volunteer Information

We have wonderful volunteers who come to help out at Wilder. Please remember that when you come to the school that you must come to the office and sign in. All volunteers must fill out an application packet to volunteer at school prior to volunteering. This application will be good for two years. Please make sure you have filled out the appropriate paperwork, which is available online or through the office.

Lunch Program

Students have the opportunity to select from hot lunch, salad bar, pizza and a sandwich, or bring a lunch from home. We have an electronic meal purchasing system. Lunch money may be sent daily, or in any amount. Milk/juice may be purchased in the same way. Funds may be added to your child's account with check, cash, or credit card. VISA or MasterCard may be used as a convenient method of payment. Please call Nutrition Services at 425-936-1393 for details.

Pricing

- Student lunch (Includes juice or milk) \$3.00
- Adult lunch \$4.00
- Approximate monthly price \$60.00
- Milk or juice \$0.50
- Reduced price lunch (if eligible) \$0.40

Lunch Menu

A monthly menu is available on the district website or you can find the link on the Wilder website. Free and reduced price lunches are available to children from families whose income falls within eligibility guidelines. Information is sent home on the first day of school. If you have questions, please contact the school office.

Emergency and Safety Information

School Closures and Delays

The quickest way to get the latest information regarding changes in the school schedule that might be caused by snow, power outage, or another type of emergency is to go to www.lwsd.org. You can also visit www.FlashAlert.net for school closure information.

Procedures to Follow in Case of Emergency

First and foremost do not call the school! There are district procedures for informing the public via radio and television. An over abundance of calls can also totally shut down the phone system. Remember that the staff and kids have practiced their drills and know what to do.

Secondly, if you go directly to the school to find your child(ren), remember that there are also a few other parents with the same thing on their agenda. There is a strict procedure for signing out your child(ren) and it is for the welfare of your child(ren) that this procedure is in place.

Getting to School After an Emergency

The parking lot will be closed off to allow access only for emergency vehicles. If you live close, please walk. Traffic will be congested. If you drive, please be courteous, park where there is space. Please try and stay calm. If it's a city-wide emergency it may be safest for you to remain where you are. Roads and bridges may be damaged. Power lines may be down. Please use your judgment.

Pick-up Procedures

- If you are already at the school or arrive before things are set up, please find your children and stay with them until we are set up – VERY important you do not leave without signing out your children
- Pick up Children/Go Home
- Go to the student request station in front of the school.
- Fill out a student release form for each child.
- The school representative will verify you are authorized for the children you request.
- A runner will be sent to get your children.
- Move to the student reunion station.

Accidents or Illness at School

When children become ill or are injured at school, parents are contacted. Wilder has a health room, including a cot, where a sick child can wait until parents arrive. When a child is sick or injured it is important that they are picked up as soon as possible. Please be sure the school has the telephone number of a nearby friend or relative that could come for your child quickly, if you cannot be reached. Please update your work numbers and emergency numbers when they change.

Emergency and Safety Information

Medication

According to state law (RCW 28a.31 CH. 195) passed in 1982, any medication, including non-prescription medication, to be administered to a student by an employee must be requested and authorized in writing by: a) a parent or legal guardian AND b) a physician or dentist. Form 4023 is used for this purpose and is available in the school office. For students' safety, it is important that all medication be kept in the school office and administered by an employee and not by the student in the classroom.

Bicycles, Skateboards, Scooters, Roller Blades

Students in grades 4-5 may ride their bicycles to school. We require that each bicycle owner file an application for permission to ride a bike to school. Bicycle riders are required to obey a list of rules printed in the application. Please work with your child to ensure that these rules are obeyed. Bicycle helmets are required. We reserve the right to withdraw the privilege of riding a bike to school if the rules are disobeyed. Because of safety and liability concerns, Lake Washington School District does not allow skateboards, scooters, or roller blades on school grounds.

Safety Patrol

Most of the students at Wilder ride a school bus. However, there are a number of students who walk, ride bicycles, or are driven by parents to and from school each day. Please respect the safety patrols and follow their directions on the school campus. Our safety advisor supervises a group of 4th and 5th grade students who serve as members of the Safety Patrol. The following are the requirements for being on Safety Patrol:

- Must be 10 years old.
- You must have parent permission.
- An official permission slip must be submitted to the safety advisor.
- You must attend all bimonthly meetings.
- You must show appropriate behaviors at all times (in class, recess, specialist, on the bus or anywhere on school grounds.)
- You must be on time.
- You must wear appropriate clothing for the weather.
- A total of three poor choices will relieve you of your patrol duties (unexcused absences, c-slips, bus tickets or any combination of three.)

Home Learning Policy

In conjunction with School Learning, which takes place in the classroom, Home Learning is the continuation of that process outside of school. Home Learning is most effective for your child when:

- There is a designated time period to complete work.
- There is a specific place where students may work.
- There are no distractions such as television music, phone, or sibling interruptions.
- There is an established routine.

A Home Learning task is designed to accomplish one or more of the following:

- To extend learning that has taken place at school
- To complete unfinished work
- To practice concepts or processes already taught
- To prepare for a test
- To work on an ongoing project
- To work on an independent study which the student will share with others
- To share learning with a parent or family member
- To provide enrichment

There are many benefits to Home Learning, but there are some things that it definitely is NOT: It is not a substitute for instruction; however, the completion of some home learning may be critical to school learning the following day.

- It is not busy work given to keep students occupied during the evening.
- It is not punishment.
- It is not excessive. Short, frequent practice sessions are most effective.

Among different grade levels and teachers there will be varied and individual approaches to Home Learning. As a general rule, ten minutes per grade year should be spent on Home Learning. (Example: 2nd grade would do about 20 minutes, 4th grade about 40 minutes, 5th grade about 50 minutes per night.)

One common desire of parents is to see their child challenged and enriched. Although Home Learning can provide this, it may not always parallel parents' expectations.

Contacting Your Student

Please limit messages to students to emergencies only and understand that our staff cannot be responsible for notifying children of changes in plans and schedules. Messages to students are difficult to deliver accurately and are a disruption to the classroom. Last minute phone calls (3:20-3:30) are very difficult to deliver to the classrooms, as this is an extremely busy time for our office. Messages should be called in prior to this time as we cannot guarantee last minute messages to be effectively communicated to your child.

Use of School Telephone

Students will be limited in use of the telephone to calls of an emergency nature or pertaining to school business. To use the telephone, students must have an office pass from their teacher.

Electronic Device Policy

Electronic devices are not allowed except with special permission. The reasons are because we cannot control what the students are listening to, loss or theft of devices, and safety in general. Since we do not allow any electronic devices at school, this policy carries over to the buses as well. Cell phones are an exception. Some parents feel this is a safety issue for their students. Students are allowed to carry cell phones in their backpacks but the cell phones must remain in the backpacks during school hours. Cell phones must be off during the school day and only used after hours. Students are to use school phones during the school day and only with staff permission. We ask your cooperation with this issue. Electronic readers may be used with teacher permission. The school is not responsible for loss or damage to these devices. Students must fill out a "Hold Harmless Agreement – Electronic Devices" form before bringing the device to school. This form may be obtained from the office. A new form must be submitted each year.

Communicating with Staff

Communication is an essential part of the partnership between home and school. We have established the following ways to help this process.

- Email
- Classroom newsletters
- Constant Contact
- Curriculum night
- Parent coffee hours
- Phone calls
- Personal notes
- Conferences
- Open house
- Haiku website
- Parent Access
- School Messenger

Our goal is to keep parents informed and involved in their children's education. If you have any questions or suggestions, please call your child's teacher at 425-936-2740 or send a note.

Lost and Found

A “Lost and Found” is maintained in the hall in Plum Creek. Any articles remaining unclaimed will be donated monthly to charitable organizations. Please be sure that all articles of clothing and other items are marked with your student’s name. The school district, by law, cannot pay for lost or stolen personal possessions of students, such as watches, musical instruments, etc.

Special Education

The special education teacher serves students who qualify for one of the Special Service Programs. The programs available at our school are: Special Education and District Remediation. Wilder Elementary is an inclusive school where students receive services within the regular classroom. It is our belief that some students also benefit from individual or small group instruction. Teachers and support staff collaborate to meet these individual needs.

What is the Guidance Team?

The Guidance Team meets once a week to discuss any concerns regarding a student. These concerns may be generated by teachers, counselors, parents, or administration. The team decides what interventions, if any, should be implemented. If interventions are not effective, further assessment will be recommended to determine if special education services are needed.

Who is on the Guidance Team?

The Guidance Team is comprised of a regular education teacher, special education teacher, administrator, a psychologist, a nurse, a counselor, a speech and language pathologist, an occupational therapist, and a physical therapist, as needed.

How does a parent refer their child to the Guidance Team?

A referral can come directly from a parent or classroom teacher. Wilder’s guidance team members are:

- **Steve Roetcisoender**, Principal
- **Tony Minaglia**, Counselor
- **Olivia Pennell**, School Psychologist
- **Anna Wheeler**, Speech and Language Pathologist
- **Cathy Angell**, Special Education Teacher
- **Allison Janshen**, Special Education Teacher
- **Elaine Sheppard**, Nurse
- **Danielle Burns**, Safety Net
- **Jill Minehan**, Occupational Therapist
- **Teri Skaggs**, ELL
- Student’s classroom teacher

Special Education

Child Find

Child Find is a federal requirement for the purpose of locating, evaluating, and identifying students age birth to 21 years with a suspected disability who reside within the boundaries of Lake Washington School District and are currently not receiving special education services. Child Find services are conducted throughout the year in Lake Washington School District through the guidance team process.

If you have a child, (age birth to 21) and are concerned about his/her language/communication skills, motor skills, intellectual, social, emotional, and/or physical skills, please contact the school and ask for the special education teacher, school psychologist or other guidance team member. You may also call the Special Services main office at 425-936-1201 or Willows Special Services 425-936-1170 (birth through preschool) and request Child Find information.

LWSD Psychologist's Role and Services

The Lake Washington School District psychologist is an Education Staff Associate (ESA) and state certified psychologist. The role of the school psychologist is a specialty within the profession of psychology which focuses on the psycho educational development of individuals, their abilities and potentials and the social-emotional, cultural and environmental factors which influence the learning and adjustment process. The school psychologist applies the knowledge base accumulated about psychology to serve the mental health and educational needs of all children with special needs. The school psychologist generally provides the following services:

1. Consultation
2. Psychological and psycho educational assessment
3. Counseling, behavior management and other interventions
4. Research

Elementary School Counseling Program

The LWSD counselor is an Education Staff Associate (ESA) and state certified school counselor. The role of an elementary school counselor involves working with students, staff and parents. The counseling program is a part of the total school program and complements students' learning in the classroom. It is a child-centered, preventative and developmental. The school counselor generally provides the following services:

- Classroom guidance lessons
- Consultation
- Conducting small groups dealing with a variety of topics such as: conflict resolution, problem solving, refusal skills, friendship issues, and other topics as needed.

Building Expectations

Students are expected to:

1. Show respect for self and others:

- Follow adult directions promptly without verbal or physical exchange.
- Follow all classroom rules.
- Try to solve own peer conflicts.
- Use appropriate language (no verbal abuse or negative language/gestures).
- Keep hands and feet to self (spitting & using objects to harm others is not permitted).
- Respect school property and property of others.

2. Be safe:

- Walk in the classrooms, breezeways, and courtyards.
- Follow the directions of safety patrols.
- Arrive at school after 8:45 am (no supervisor on grounds until then)
- Use all equipment appropriately.

3. Be courteous:

- Arrive at school on time.
- Treat others the way you would like to be treated.
- Dress appropriately for school.
- Use quiet voices in classrooms, hallways, lunchroom and courtyards.

4. The following items are not allowed at school:

- hard balls
- roller blades
- laser pointers
- super balls
- whistles
- baseball bats
- skateboards
- electronic item
- toy weapons
- scooters

Personal items including toys and play equipment need to be left at home and enjoyed there. The school is not responsible for lost or stolen items.

Dress Code

The Wilder staff would like all of our students to be in a safe environment that encourages learning. Appropriate clothing is part of that environment. We believe the way students look reflects their attitude towards school and themselves. We do expect all students to dress and groom themselves neatly and appropriately. They should be proud of the way they look when they come to school.

A clean, neat appearance is primary. We do insist on the following dress rules:

1. Any clothing that is identified with gangs or gang type of behaviors is forbidden.
2. Clothing needs to adequately cover students.
3. Swimwear or clothing that replicates swim wear is considered inappropriate.
4. Students may not wear flip flops due to safety reasons.
5. Students may not wear shirts with suggestive slogans, four-letter language, pictures related to drugs, alcohol, weapons or gangs.
6. Students may not wear hats in the building.

Playground Rules & Expectations

The playground is for fun and exercise. Each student at Wilder has a right to have fun and be safe on the playground. That is why each student needs to know and obey the rules.

Students can play:

- tetherball, basketball, four square, hopscotch, and jump rope on the blacktop. Wall ball games are played in the covered areas only.
- football, soccer, kickball, whiffle ball, and tag on the fields only.
- with equipment from home. It must be labeled, shared, and recess rules must be followed.
- safely on all equipment.

Students must:

- have a pass to enter the building from recess.
- stop playing when the recess bell rings, return all recess equipment to the carts, and lineup.
- **WALK** to and from recess.
- remain in the upright or sitting position at all times

Students may not:

- go outside designated playground boundaries.
- use inappropriate language.
- fight or play fight.
- pick up or throw anything from the ground, bushes, or trees.
- play tag in the Big Toy or Ring areas, or on the blacktop.
- sit on top of the monkey bars or climbing wall.
- pick up other students.
- take food or gum out of the building.
- bring any toys with batteries or electronic equipment. If your child must carry a cell phone or cell phone watch, it must remain in the student's backpack. Cell phones and cell phone watches are not to be used during school hours.
- bring more than (10) trading cards. Cards are not to be sold or traded.
- participate in games or activities that are unsafe i.e. dodge ball, red rover and rolling or sliding down the hills.

If students have questions about the guidelines, they need to ask a recess teacher.

Park It Program: Students who are unable to follow the rules will be asked to “park it.” This will give the student a brief time to calm down and reflect on appropriate playground behavior.

Ball Bin: Balls not returned to bins are put in “time out” for the rest of the week.

Behavior Policy

Beliefs

We believe that:

- people who are honored, valued and respected will learn to honor, value and respect others.
- when students are responsible for their own learning and behavior, they will feel successful.
- staff, teachers, and parents need to help children be accountable and responsible for their learning at home and school.

Expectations

To uphold these beliefs, four basic expectations will be taught, modeled, and reinforced:

1. Be on time. Arrive to school on time and be punctual throughout the day.
2. Be Prepared. Be responsible by bringing necessary materials to school and having homework completed. Be ready to actively participate in your learning.
3. Do your best. Strive for your personal best. Pay attention and ask for help when needed.
4. Respect self and others. Respect diversity and differences. Be polite. Be safe. Be respectful of adults and peers. Respect the rights, well-being, and property of self and others.

Consequences:

For every expectation, achieved or not achieved, there is a consequence.

Natural Consequences: Natural Consequences are the logical result of behavior. They may be the result of appropriate or inappropriate behavior.

Discipline Policy

Staff and students address discipline in two places: within the classroom and outside the classroom in common areas. While the classroom teacher is the primary supervisor of a student's behavior and will most often initiate the discipline process, all staff members serve in that capacity. In extreme cases, the building administrators, their designee, and/or the Guidance Team will be involved. If inappropriate behaviors occur, the discipline process follows these steps:

Classroom

1. *Behavior Reflection Form*: Should a student have difficulty meeting expectations in the classroom, the Behavior Reflection Form will be completed by the student at school. This must occur before the student's next recess. It will state the inappropriate behavior, the child's understanding of the appropriate behavior, and wiser choices that can be made. Parents will be notified by phone and natural consequences may be included. Behavior Reflection Forms may also become the basis for a School Behavior Contract. Step 1 in this process may be replaced with a teacher designed management system for behavior improvement. The teacher's plan will be documented and communicated to the student's parent(s).

2. *School Behavior Contracts*: Should a student continue inappropriate behavior, a teacher management system will be followed by a School Behavior Contract. A School Behavior Contract formally clarifies a child's expected behavior and states consequences for inappropriate behavior. The School Behavior Contract requires the approval of the Building Administrator. When a School Behavior contract is adopted parents will:

- A. Be notified and given the opportunity for input.
- B. Be requested to acknowledge the contract.

3. *Behavior Plan*: Should the student be unable to fulfill the School Behavior Contract, a Behavior Plan will be written based on the recommendation of the Guidance Team. It will follow the Lake Washington School District's guidelines for a Behavior Plan. When a Behavior Plan is to be considered by the Guidance Team, parents will be notified in advance.

Common Areas

Wilder Consequence Slips

Consequence slips will be issued in common areas by recess teachers and staff for inappropriate behavior. Copies will be sent to the classroom teacher and parents. Natural consequences, loss of privileges, detention, or suspension may accompany consequence slips.

Note: Students will be given a fresh start at the beginning of each grading period.

Discipline Policy

First Consequence Slip:

1. Staff member fills out consequence slip.
2. Classroom teacher and principal informed by issuing staff person.
3. Classroom teacher will re-teach appropriate behavior to the student.
4. Student/principal or designee notifies parent by phone after receiving consequence slip.
5. Parent discusses consequence slip with child, signs and returns it to teacher the next day.
6. Appropriate consequence assigned.

Second Consequence Slip:

1. Same as steps 1-5 above - plus
2. Increase of consequences.

Third Consequence Slip:

1. Same as steps 1-5 above - plus
2. Half-day in-house suspension the following day.
3. The principal will contact the parents to discuss student's behavior.

Fourth Consequence Slip

1. Same as steps 1-5 above - plus
2. Behavior plan for student.
3. In-house or out of school suspension.

Bus Tickets

If a student receives three bus conduct tickets, the student may lose riding privileges.

Note: Further slips will result in a consequence to be determined by the Building Administrators or their designee.

Extreme Behavior

In the case of extreme behavior when a student seriously endangers others physically and emotionally, blatantly disregards another's diversity, willfully endangers or steals property, or seriously challenges the authority of the staff, or the principal, suspension will seriously be considered. Parents will be notified and a suspension will be followed by a principal/teacher/student conference and the immediate implementation of a Behavior Plan. Examples: pantsing, pulling the fire alarm, defacing school property, etc.

2017-18 Student Rights & Responsibilities

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Introduction

Purpose

The Lake Washington School District's mission is that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Furthermore, it is part of the mission of the District to provide a positive, harmonious environment in which diversity is respected and encouraged.

This student handbook is intended to provide all students, teachers, administrators, and parents with access to and an understanding of District expectations. These expectations help to reinforce the District's mission and the core values of a democratic society. They express the value of mutual human respect for each person that we expect to be manifested in the daily behaviors of students, staff, and volunteers

This handbook provides a summary of some of the laws, regulations and District policies that govern student rights, responsibilities, student discipline and due process. Specific policies are referenced by the policy letters (i.e. JF). The complete policies are available on the district website: www.lwsd.org.



Student Rights and Responsibilities (JF)

We believe that for every right there is a responsibility. This responsibility includes the freedom to exercise individual rights in a manner that is not offensive or harmful to others. We trust that students will respectfully accept and adhere to the following:

Rights	Responsibilities
<ul style="list-style-type: none"> • Students have the right to a safe environment free from intimidation, sexual harassment and assault. • Students have the right to a productive learning environment. • Students have the right to clean and safe classrooms, hallways, restrooms and lunchrooms. • Students have the right to safe passage to and from school, and while on campus. • Students have the right to expect staff to help them solve their problems. • Students have the right to engage in the grievance process. • Students have the right to remain anonymous when reporting a violation of school rules. • Students have the right to engage in respectful speech that expresses their thoughts and opinions as long as it is not disruptive to the educational environment. • Students have the right to actively participate in a problem-solving process in order to facilitate successful closure. • Students have the right to exercise freedom of expression as part of the instructional process. However, this right is subject to reasonable limits and may not be used to disrupt the educational environment or interfere with the rights of others. 	<ul style="list-style-type: none"> • Students are responsible for their own behavior. • Students are responsible for respecting the property of other people and school property. • Students are responsible for attending school and all classes daily and on time. • Students are expected to exhibit conduct that is courteous, cooperative, and responsible, and that displays regard for the safety and welfare of others, including students, staff, and substitutes at school and at all school-related activities. • Students are responsible for being prepared for class (i.e. bringing appropriate and necessary materials and books to class on a daily basis). • Students are responsible for informing staff of behavior that may be harmful to an individual or themselves. • Students are expected to make a determined effort to learn. • Students are expected to follow the instructions of teachers and other school staff. • Students are expected to dress appropriately for school in ways that will not disrupt the learning environment or cause safety or health problems.

Attendance

Absences & Excuses (JED, JED-R)

Regular school attendance is important for all students. Chronic or excessive absenteeism, whether excused or unexcused, has been correlated with lower assessment scores and lower graduation rates.

Students may be excused from school, with the consent of their parents/guardians, for medical and dental appointments and to accompany their parents/guardians on out-of-town trips. Additional absences consistent with WAC 392-400-325 will also be considered excused.

Parents or guardians should notify the school in person, by phone, or in writing/email within 48 hours of an absence if they wish to have the principal consider it as an excused absence.

Students who demonstrate chronic absenteeism or tardiness may be required to meet with school staff or the building principal to develop a plan to support the student's educational progress.

All students are expected to remain on campus for the entire school day. There are exceptions for high school students whose parents request that they be excused during lunch and students whose parents request attendance at another school or school-related activity during the school day.

Truancy (JEDA)

Under Washington state's truancy law RCW 28A.225.030, the school/district are required to take specific actions when students are truant.

- Parents will be notified in writing or by phone after **one unexcused** absence in a month.
- A parent conference will be initiated after **three unexcused** absences in a month in order to improve the student's attendance.
- The parent and school must enter into a contract to improve the student's attendance after **five unexcused** absences in a month, or the case may be referred to a Community Truancy Board,
- The school district may file truancy petitions with the juvenile court after **seven unexcused absences** in a month, or **ten unexcused absences** in an academic year.

Discipline Process

Corrective Action/Discipline (JG)

To support safe, nurturing and productive learning environments, Lake Washington School District encourages schools to take an instructive, restorative and corrective approach in regards to student behavior. The goals of these approaches are to:

- correct inappropriate or unacceptable behavior;
- assist students in developing empathy for others;
- accept responsibility for their actions;
- develop the capacity to improve their behavior; and
- repair the harm caused as a result of their behavior.

Schools are encouraged to establish clear expectations for student behavior and methods for supporting students' ability to meet these expectations. When appropriate, schools may identify additional learning opportunities, which may support students' ability to meet expectations through a multi-tiered system of support.

When appropriate, schools are encouraged to support students in understanding harm that has been caused through a student's action, whether intentional or unintentional, and identifying the needs of the students involved. Efforts will be taken to both encourage accountability and responsibility by the author of those actions as well as to reintegrate all students into the school or classroom community. This approach may be supported by the use of restorative contracts, impromptu conferences, restorative circles, or formal conferences.

In those instances when corrective action is needed, schools may consider both the severity and frequency of the behavior when determining which corrective action is most appropriate.

In the Exceptional Misconduct and Other Misconduct Codes, consequences are divided into three categories:

- **Minor/Initial** – The impact of the student's behavior is limited or minimal and/or this is the first such instance of this behavior by the student.
- **Moderate/Repeated** – The impact of the student's behavior has a broader or more disruptive impact and/or this is behavior that has previously been addressed with the student.
- **Severe/Persistent** – The impact of the student's behavior has a widespread or more significant disruptive impact and/or this is behavior that has not changed after multiple times of addressing it with the student.

While administrators normally apply the concept of progressive discipline in working with students to bring about changes in behavior, there may be situations where progressive discipline is not appropriate or prudent. In such cases, Lake Washington School District reserves the right to immediately suspend or expel a student where exceptional misconduct is involved (i.e.,

conduct that is so frequent or serious in nature, in terms of the disruptive effect on the operation of the school, as to warrant an immediate suspension or expulsion). This may also apply to students who have committed serious violations or acts in the community and may pose a continuing threat of substantial disruption to other students at school.

The school's jurisdiction and authority include student conduct to and from school, at school, at bus stops, on busses, and at any school-sponsored activity. Also included in the school's jurisdiction is any off-campus student speech or activity that school authorities have reason to believe will have a disruptive effect upon the operation or the learning environment of the school or impinge on the rights of other students or staff at school.

Due Process

Students who are subject to discipline/corrective action will be afforded the right to due process.

Discipline will not adversely affect specific academic grade, subject, or graduation requirements, so long as all required work is performed. Any student subject to a short-term suspension will be provided the opportunity to make up assignments and tests missed by reason of the short-term suspension if such assignments or tests have a substantial effect on the student's semester or trimester grade; or failure to complete such assignment or tests would preclude the student from receiving credit for the course or courses.

Prior to a short-term suspension of any student, a conference will be conducted with the student that provides:

1. Notice of the alleged misconduct and violation(s) of school district rules;
2. An explanation of the evidence in support of the allegation(s);
3. An explanation of the corrective action that may be imposed; and,
4. The student will be provided the opportunity to present his/her explanation.

Prior to a long-term suspension, written notice of an opportunity for a hearing will be delivered in person or by certified mail to the student and parent or guardian of the alleged misconduct and violation(s) of school district rule(s) and an explanation of the corrective action proposed.

A grievance may be filed with the building principal for discipline or short-term suspension. An appeal may be filed with the district for long-term suspensions or expulsions. The student will be informed of the grievance/appeal process at the time a suspension occurs. Parents will be notified of a long-term suspension by certified mail.

Definitions

Discipline: Any form of corrective action taken other than suspension and expulsion. This may include community service (CS), exclusion from class during the school day, in-school or after school detention, restitution, and assessment/counseling as appropriate.

Suspension: Denial of right of attendance for a specific amount of time. Short-term suspensions (STS) are for no more than ten consecutive school days. Long-term suspensions (LTS) exceed ten consecutive school days.

Expulsion: Denial of right of attendance for an indefinite amount of time. This action will be used only when the nature and circumstance reasonably warrant the harshness of expulsion (E).

Emergency Expulsion: When the student's presence imposes an immediate and continuing danger to the student, other students or school personnel, or an immediate and continuing threat of substantial disruption to the educational process. An emergency expulsion (EE) may be imposed to allow administrators to fully investigate the situation and impose any appropriate disciplinary or corrective action.

School Business Day: Any calendar day, exclusive of Saturdays, Sundays, and federal and school holidays, on which the Office of the Superintendent is open to the public for the conduct of business.

Student Searches (JFG, JFGA)

Administrators may make general searches of all student desks or storage areas without prior notice to students. An individual student, his/her property (including cell phones), locker, and vehicle parked on campus may be searched by school district employees if there is a reasonable, individualized suspicion the search is related to the discovery of contraband or other evidence of a student's violation of law or school conduct rules. Illegal items or other possessions reasonably determined to be a threat to the safety or security of others shall be seized by school authorities. Items that are used to disrupt or interfere with the educational process may be temporarily removed from a student's possession.

Drug Scenting Dogs

The purpose behind inspections by dogs is to discourage students from bringing, keeping, and/or using illegal drugs or weapons of any kind on school grounds. RCW 28A.600.210 authorizes administration to invite drug-scenting dogs to conduct suspicionless searches of school-issued lockers and the contents of those lockers on school property in order to protect students from exposure to illegal drugs, weapons and contraband.

Codes of Conduct

Exceptional Misconduct (JFC-R)

Any conduct that materially and substantially interferes with the educational process is prohibited. However, the following infractions have been judged so serious in nature and/or so serious in terms of disruptive effect upon the operation of the school(s) that students may be subject to an emergency expulsion and/or suspension (short-term or long-term) for a first time offense. Because each situation is handled individually, administrators have the discretion to use other alternative forms of discipline if they so decide. This may include restitution for property damage or loss, and/or restitution to victims if appropriate. All of the following acts listed below in the summary chart are specifically prohibited on school grounds, on school-sponsored transportation (including authorized school bus stops), at school events off school grounds, or off-campus if such conduct causes disruption at school. Law enforcement may be informed.

Codes:

- Discipline (D)
- Restorative Contract/Conference (RC)
- Restitution (R)
- Restriction/Loss of Privileges (LP)
- Police Contact (PC)
- Substance/Risk Assessment (A)
- Short-term Suspension (STS)
- Long-term Suspension (LTS)
- Emergency Expulsion (EE)
- Expulsion (E)
- Confiscation for Day (CD)
- Confiscation Return to Parent (CP)

Violation	Definition	Minor/ Initial	Moderate/ Repeated	Severe/ Persistent
Arson	Lighting a fire, causing any fire to be started, or setting fire to school property. This also includes falsely setting off a fire alarm.	EE/STS/ PC/R	EE/LTS/ PC/R	EE/E/LTS/ PC/R
Assault	Inflicting physical harm, being physically violent, using unwanted force, or demonstrating immediate intent to inflict physical harm. This includes sexual assault.	EE/STS/PC	EE/LTS/PC	EE/E/LTS/ PC
Dangerous Weapons and Other Unsafe Items	Possessing, threatening to use, or using dangerous weapons (or replica weapons). A dangerous weapon means a weapon, device, instrument, material, or substance that is capable of causing serious bodily injury. This includes knives, BB guns, paintball guns, air guns, stun guns, or the like that injure a person by electric shock, charge or impulse, martial arts weapons, explosives, incapacitating agents, laser devices, metal knuckles, or any other item which can inflict or threaten substantial harm. Principals may pre-authorize use of replica weapons or props, incapable of firing any projectile, in district-approved plays or school activities.	EE/D/STS/ PC	EE/STS/ LTS/PC	EE/E/LTS/ PC
Drugs/Alcohol Possession Use Paraphernalia	Possessing, using, or being under the influence of drugs/alcohol before attending school, on school grounds, on school transportation, or during school sponsored events on or off campus. This includes inhalants, prescription drugs beyond a daily dose, prescription medical marijuana (even if the holder has a valid medical marijuana card), over-the-counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any substance represented as such. Possessing paraphernalia includes any item that can be used to ingest or conceal drugs or alcohol.	EE/STS/ A/PC	EE/STS/ LTS/A/PC	EE/LTS/ RA/PC
Drugs/Alcohol Sell Buy Transfer	Transferring, selling, sharing, or solicitation of drugs/alcohol on school grounds, on school transportation, walking/riding to/from school, or during school sponsored events on or off campus. Includes inhalants, prescription drugs, prescription medical marijuana (even if the holder has a valid medical marijuana card), over-the-counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any substance represented as such.	EE/STS/A/ PC	EE/STS/ LTS/A/PC	EE/LTS/ RA/PC
Firearms	Possessing, threatening to use, or using a firearm on school property, school-provided transportation, or at school-sponsored events. A firearm is defined as a weapon from which a projectile may be fired by an explosive. It also includes any form of explosive or gas device.	EE/E/PC	EE/E/PC	EE/E/PC

Violation	Definition	Minor/Initial	Moderate/Repeated	Severe/Persistent
Harassment, Intimidation, Bullying	Harassment, intimidation, or bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression or identity, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act: physically harms a student or damages the student's property; or has the effect of substantially interfering with a student's education; or is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school.	D/RC	EE/STS	EE/LTS
Illegal Acts	An illegal or criminal act that either results or could foreseeably result in injury or damage to self, others, or property. This includes the possession or distribution of illegal images, including sexual images on cell phones or other electronic devices.	EE/STS/PC/R	EE/STS/LTS/PC/R	EE/E/LTS/PC/R
Sexual Harassment	Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, or any offensive or abusive physical contact including: offensive jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual, electronic communications (e.g. sexting), or physical conduct, including stalking. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed.	D/RC	EE/STS/PC	EE/LTS/PC
Threats	Expressing by words or actions an intent to inflict mental or physical harm. This includes intimidating verbally, by use of hand signs, in writing, or on a computer or other electronic device.	D/RC	EE/STS/A/PC	EE/LTS/A/PC

Other Forms of Misconduct (JFC-R)

Other forms of misconduct including but not limited to those listed below may result in corrective action ranging from possible suspension, expulsion, restitution, or referral to law enforcement authorities or other agencies depending on the severity of the offense.

Violation	Definition	Minor/Initial	Moderate/Repeated	Severe/Persistent
Academic Dishonesty	All forms of cheating, plagiarism and fabrication, including submitting any work product that the student misrepresents as his or her work product for the purpose of fulfilling any assignment or task required as part of the student's course of studies. This includes the unauthorized use of electronic devices, the use of unauthorized material or unauthorized communication of any kind during testing, and the aiding and abetting of academic dishonesty of others.	D/RC/LOSS OF CREDIT ON ASSIGNMENT	D/RC/LOSS OF CREDIT ON ASSIGNMENT	STS/LTS/LOSS OF CREDIT ON ASSIGNMENT
Alteration of Records	Falsifying, altering, or destroying a school record or any communication between home and school.	D	EE/STS	EE/STS
Attendance/Tuancy	Being absent or tardy from classes without an approved excuse.	D/RC	D/RC/LP	STS
Disruptive Conduct/Behavior	Behaving in a way that materially or substantially interferes with or is detrimental to the orderly operation of school, school-sponsored events, or any other aspect of the educational process. Includes behavior or activities occurring off-campus that cause or threaten to cause a substantial disruption to the educational process on campus or impinge on the rights of the students or staff at school.	D/RC	EE/STS/PC	EE/LTS/PC

Violation	Definition	Minor/Initial	Moderate/Repeated	Severe/Persistent
Dress Code	Dressing in a manner that is not conducive to the educational environment. A student's dress or appearance may not present a health or safety hazard or create material and substantial disruption of the educational process at the school. Student dress shall not be gang-related, nor may it promote illegal activities or activities that violate school regulations.	CHANGE CLOTHES	D/RC + CHANGE CLOTHES	EE/STS
Endangerment of Others	Acting in a manner that endangers students, staff, or community members.	D/RC	EE/STS/PC	EE/LTS/PC
Extortion/Blackmail and Coercion	Extorting or attempting to extort any item, information, or money.	D/RC	EE/STS	EE/LTS
Fighting	Engaging in or provoking a physical altercation involving anger or hostility. This includes instigating a fight, arranging or contributing to the likelihood of a fight developing, including recording and/or distributing images of the fight.	D/RC	EE/STS	EE/LTS
Forgery	Copying, plagiarizing, and/or falsifying materials/signatures and/or other information or objects.	D/RC	EE/STS	EE/STS
Gambling	Engaging in games of chance that involve the exchange of money or other items, or stake or risk money or anything of value on the outcome of something involving chance. A student shall not encourage or coerce other students to gamble.	D/RC/CD	EE/STS/CP	EE/STS/CP
Gang Activity	Engaging in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership that, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.	EE/D/PC	EE/STS/PC	EE/LTS/E/PC
Hazing	Participating in or failing to report known activity that demeans or abuses any student or members or potential members of a team or club.	EE/STS	EE/LTS	EE/LTS/E
Immediate Danger and Disruption	Engaging in behavior such that the student's presence poses an immediate and continuing danger to the student (including harm to self/suicidal ideation), other students, school personnel, or an immediate and continuing threat of substantial disruption to the educational process.	EE/STS/PC	EE/LTS/A/PC	EE/LTS/E/A/PC A/PC + EMERGENCY REMOVAL
Interfering with School Investigation	Misrepresenting, falsely accusing, concealing evidence, verbally or physically impeding or interrupting an investigatory process involving self or others, or otherwise hindering an investigation of an infraction or crime on campus or at a school sponsored event.	D/RC	EE/STS	EE/STS
Lying	Telling or writing untruths.	D/RC	STS	STS
Negative Community Action	Engaging in behavior outside of school that may adversely affect the educational environment of the school. Washington State Law provides for the implementation of school discipline for actions performed outside of school, including during the summer, that may negatively impact the school environment. Examples include, but are not limited to: acts of vandalism, theft, assault, drug and alcohol use and sales, inappropriate computer/network behavior, harassment/cyber bullying occurring off-campus, including the inappropriate use of e-mail, texting, Skype, or other Internet or electronic communications used to harass or harm others.	D/RC/R	EE/STS/PC	EE/LTS/PC
Physical Aggression	Threatening injury or attempting to cause physical injury or intentionally behaving in such a way as could reasonably be expected to cause physical injury to any person. This includes sexual misconduct (i.e., unwanted touching or grabbing of sexual parts, indecent exposure, or other inappropriate sexual conduct) and intentional spitting or hitting	D/RC	EE/STS/PC	EE/LTS/PC

Violation	Definition	Minor/Initial	Moderate/Repeated	Severe/Persistent
Prohibited Use of District Network and Digital Resources	Using the District network for commercial, political, illegal, indecent, disruptive, or personal entertainment use as defined in the Student Acceptable Use Procedures (AUP). This includes any attempt to defeat or bypass the District's Internet filter or conceal Internet activity (e.g. proxies, https, special ports, modifications to district browser settings, logging into a remote computer from the District network, and any other techniques designed to evade filtering or enable the publication of inappropriate content).	D/R/LP	EE/STS/PC/R/LP	EE/LTS/PC/R/LP
Theft/Robbery	Stealing school district property or the property of a staff member, student, or school visitor. This includes knowingly possessing, concealing, selling or disposing of stolen property. Robbery is the taking of another's property by force or threat of force.	D/R/RC	EE/STS/R/PC	EE/LTS/R/PC
Tobacco and Smoking Paraphernalia	Possessing, using, or distributing of any tobacco product, or chemicals, devices (e.g. e-cigarettes, electronic hookahs, vaporizers, etc.), or any other product that has a similar flavor or physical effect of nicotine substances.	STS/DIVERSION	STS/DIVERSION	STS/A
Trespass/Loitering/Unauthorized Entrance	Entering or being present on school property without permission.	D	EE/STS	EE/STS
Unauthorized Use of Cell Phones or other Electronic Devices	Using cell phones and other personal electronic devices in classrooms/during the school day without authorization.	CD/CP	CP	D/CP
Unauthorized Use of Equipment	Using computers and other equipment (cameras, audio recorders, etc.) during the school day without authorization. Photographs, video, and audiotapes may not be shared or published without permission. Inappropriate materials or websites may not be accessed or displayed.	CD/CP	STS/CP/LP	LTS/CP/LP
Vandalism/ Destruction of Property	Intentionally destroying, damaging, or defacing school or personal property. This includes tampering with equipment or supplies or displacing property.	RC/R/D	EE/STS/R/PC	EE/LTS/R/E/PC
Vulgar or Lewd Conduct/ Profanity	Expressing any lewd, indecent, vulgar, profane, or obscene act. This includes swearing, spitting, and obscene gestures, photographs, and drawings, including electronic communication.	D/RC	EE/STS	EE/STS
Willful Disobedience, Failure to Cooperate, and Disrespect	Repeatedly failing to comply with or follow reasonable, lawful, directions or requests of teachers or staff. This includes non-compliance, defiance, and disrespect.	D/RC	EE/STS	EE/LTS

Athletic/Activities Code of Conduct

As members of a school team or WIAA sponsored activity that represents Lake Washington School District, students are expected to make a strong personal commitment to rules of training and conduct in order to maintain a strong, healthy body and represent their school in an exemplary fashion. To that end, the following rules apply to all students participating in interscholastic athletics/activities or attending a team-related activity such as out-of-season camps or tournaments. These rules will apply at all times throughout the school year, which is defined as beginning with fall tryouts to the last day of school, and includes any summer team-related activities. They will remain in effect for one calendar year from date of signature.

Illegal Controlled Substances, Alcohol, Legend drugs and Controlled Substances

Penalties for the possession, use or sale of legend drugs (drugs obtained through prescription, RCW 69.41.020-050) and controlled substances (RCW 69.50) shall be as follows:

1st Violation: A participant in possession and/or use of a controlled substance, and/or "legend drugs" including anabolic steroids, or alcoholic beverages shall be immediately ineligible for interscholastic competition in the current interscholastic sports program for the remainder of the season. This also includes attending and/or remaining at an event where it is reasonably known by those present that consumption any of the above mentioned substances by a minor(s) occurs. In this situation it is the responsibility of the student-athlete or student involved in the activities noted above to remove him/herself beyond all reasonable doubt and proximity from the situation. Ineligibility for possession or use shall continue into the next sports season in which the participant wishes to participate. In order to be eligible to participate in the next interscholastic sports season, the student athlete will meet with the school authorities. The school principal shall have the final authority as to the student athlete's participation in the interscholastic sports program. A participant who seeks and/or receives help for a problem with use of legend drugs (RCW 69.41.010 identified substances) or controlled substances and controlled substance analogs (RCW 69.50.101 identified substances) will be given the opportunity for assistance through the school and/or community agencies. In no instance shall participation in a school and/or community approved assistance program excuse a student athlete from subsequent compliance with this regulation. However, successful use of such an opportunity or compliance with athletic code by the student athlete may allow him/her to have eligibility re-instated in the athletic program, after a minimum two-week suspension from competition and pending a recommendation by the school eligibility authority. Athletes may attend practices with Principal/Athletic Director approval but may not attend contests during the suspension period.

2nd Violation: A participant who again violates any provision of RCW 69.41.020 through 69.41.050 or of RCW 69.50 will be ineligible for interscholastic competition for a period of one (1) calendar year from the date of the second violation.

3rd Violation: A participant who violates for a third time RCW 69.41.0202 - 69.41.050 or of RCW 69.50 will be permanently ineligible for interscholastic competition.

Sale and/or distribution - per Lake Washington School District Policy, the sale and/or distribution of alcohol, or prescription or non-prescription drugs will result in the student automatically being placed on Step #2 of the Athletic/Activity Code.

Tobacco Products, Chemicals or Devices (e-cigarettes, vaporizers, cigarettes, chew, etc.)

1st Violation: The possession and/or use of tobacco products or chemicals, devices (e.g., e-cigarettes, electronic hookahs, vaporizers, etc.), or any other product that has a similar flavor or physical effect of nicotine substances will result in: 1. The student will be suspended for a minimum of one week of competition. 2. The attendance of a cessation class will be mandatory.

2nd Violation: 1. The student will be suspended for 10 weeks of competition. If there is not 10 weeks left in the current season the suspension will carry over to the next competitive season in which they are a returning athlete. 2. Before an athlete can again represent Lake Washington School District in athletics they must provide evidence of successfully completing a nicotine treatment program and proof that they have discontinued the use of tobacco products.

3rd Violation: A student athlete who violates for a third time will be permanently prohibited from participating in any WIAA member school athletic program or activity.

Conduct Rules

Students who commit unlawful acts or engage in delinquent behavior may be subject to disciplinary action up to and including suspension from the team. All Lake Washington School District athletes are expected to adhere to all Lake Washington School District policies as explained in each school's Student/Parent Handbook. In addition to these general rules, coaches may establish other team expectations specific to their program.

Hazing Rituals

Hazing will not be tolerated in any form and is never to be part of our program. Acts of hazing can escalate to the point that the students participating are at risk. It is also quite possible that many acts of hazing will result in legal action being taken against the coach, advisor, student group leader, administration or the school district.

Any student who participates willingly in a hazing ritual is subject to disciplinary action, including suspension from school or the team or both, and possible legal action dependent on the severity of the incident.

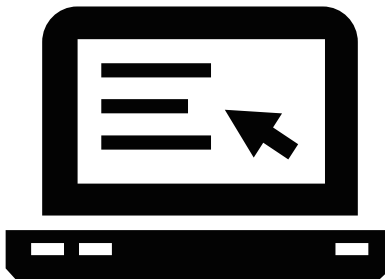
Any student-athlete who observes and does not attempt to stop or report such a violation can also be subject to disciplinary action by the school. Repeated acts of hazing can result in further school action and permanent suspension from athletics.

Initiation ceremonies and rituals are different from hazing rituals as they are positive, open, and public events. Initiation ceremonies welcome new members to a team or group, promote bonding and orientation to the purpose, culture, and expectations of the team or group. The coach, advisor and parents are informed of the ceremony and invited to participate.

Parents/guardians who wish to contest discipline may submit a grievance to the school principal for an informal conference.

Technology Code of Conduct (IIAB-R)

Lake Washington School District provides a wide range of technology resources to its students and staff for the purpose of advancing the educational mission of the District. As users of District computers, students are expected to review and understand Appropriate Use Procedures (AUP).



1. Exercise good judgment and respect District property by demonstrating responsible use of technology.	2. Be a good digital citizen.
<ul style="list-style-type: none"> • Protect your account and computing privileges. Never share your logon and password information with other students. Never use others' logon or password. • Do not destroy, modify or abuse computer hardware or software in any way. • Do not delete or add software or peripheral equipment to district computers without advance permission. • Do not use personal wireless hotspot devices while at school. • Do not utilize peripheral devices that act as computers or local area networks such as thumb drives with processing capability. • Do not attempt to tunnel or VPN to another computer through the District network. • Do not use the district's network resources on personal devices such as smart phones or personal computers without advance permission. • Keep food and beverages away from laptops and desktops at all times. • Computer lab use – <ul style="list-style-type: none"> ○ Use only when a staff member is present. ○ Ensure lab desktops are cleared upon leaving, the user is logged off, and monitors and other peripherals are not altered in any way. 	<ul style="list-style-type: none"> • Use district computers for educational purposes only. No personal, commercial or political activity is allowed. • Do not use district computers for illegal, harassing, vandalizing, inappropriate or indecent purposes. • Students should leave games, other non-district software, entertainment, and social networking at home. • Do not use the Internet to access or process pornographic or otherwise inappropriate material. • Be ethical and courteous. Do not send hate, harassing, or obscene mail; text or images; libelous, scandalous or discriminatory remarks; or demonstrate other antisocial behaviors. Such communications may be subject to school discipline, legal action, and/or police contact. • District computers may not be used to interfere or disrupt other users, services or equipment, including distribution of unsolicited advertising (spam), propagation of viruses, or distribution of large quantities of information (chain letters, network games or broadcasting messages). • Do not attempt to hide "windows," close laptop lids, clear desktops, or turn off computers when staff approach. • Never attempt to "hack" into another student's or staff member's account. • Do not attempt to circumvent or disrupt district network and software resources such as firewalls, network traffic monitoring services, or web filters.
3. Be academically honest.	
<ul style="list-style-type: none"> • Do not assume that because something is on the Internet that you can copy it. 	

Bus Conduct (JFCC)

Lake Washington School District's school bus conduct policy and rules are in accordance with Washington State WAC's and RCW's, all of which will be enforced whether or not they are included in the following regulations. These regulations are designed to assure every student safe transportation to and from school and school-sponsored activities. Violation of these rules may be sufficient reason to discontinue bus-riding privileges for the student involved, and in certain cases could cause suspension from school.

Rules for passengers' conduct on school buses will be made available to each student at the beginning of each school year. These rules will also be posted in each bus. These rules and procedures also apply to students who ride charter buses or other contracted transportation provided by the school district. Safety may be compromised if the driver becomes distracted by students who violate the rules.

The bus driver has authority and responsibility for the behavior of passengers using school district transportation. Teachers, coaches, other certified staff members, or chaperones assigned to accompany students on buses have primary responsibility for the behavior of students in charge. However the bus driver shall have final authority and responsibility.

Corrective Action for Infractions of Established Bus Rules

Student misconduct on the bus or at the bus stop is sufficient reason to discontinue bus transportation privileges to those students involved. Infractions accumulate for the duration of the school year and range from warnings, detentions, and parent/guardian conferences to short-term suspensions or long-term suspensions from riding the bus. Serious infractions may result in immediate suspension of bus-riding privileges for the balance of the school year.

Suspensions will begin at the beginning of the next school day after the misconduct occurred. In other words, the student transported to school may be returned to his regular stop. Students may resume their bus riding privileges as soon as all disciplinary obligations have been met.

Grievance

Parents/guardians who wish to contest a suspension may submit a grievance to the school principal for an informal conference.



Safety expectations at the bus stop
<ul style="list-style-type: none"> • Arrive at the bus stop five minutes before the scheduled bus time. • Do not stand or play on the roadway while waiting for the bus. • Wait to board the bus in an orderly manner. • Respect private property while waiting for the bus.
Safety expectations while riding the bus
<ul style="list-style-type: none"> • Cooperate with and obey the driver at all times. • Be courteous, use no profane language—spoken, written, or gestured. • Elementary and middle school students need to ride their assigned bus and get off at their assigned stop, unless they have a bus pass signed by the school (certain routes may not allow bus passes based on available seating). • Keep their head, hands, feet, and belongings inside the bus at all times. • Only consume food or beverage if the driver has given permission to do so. • Windows may be opened six inches; however, close the windows if the driver asks that windows remain closed. • Do not bring animals onto the bus (service-animals excepted). • Keep belongings (backpacks) out of the aisle. • Remain seated while the bus is starting, stopping, or otherwise in motion. • If assigned a specific seat by the driver, sit in that seat at all times. • Enter and exit the bus safely, crossing only in front of the bus and only with the consent of the driver.
<p><small>Note: Exceptional Misconduct and Other Forms of Misconduct as identified early in this handbook apply to conduct on buses and at bus stops.</small></p>

Corrective Action for Students Enrolled in Special Education

Discipline for students enrolled in special education will be consistent with the Individuals with Disabilities Act (IDEA). Students with disabilities can be disciplined for misconduct while being transported. A disabled student can be suspended for up to 10 cumulative days a year without a change in placement. The district is required to provide some form of transportation unless the student is a danger to himself or others.

A meeting may be called with the principal and parents/guardians to discuss the incident and determine corrective measures. If the incident presented an immediate danger to the student or others, alternative transportation and/or suspension may be possible. If the behavior continues, additional meetings may be held with the principal, special education services and parents/guardians. The IEP may be reviewed and updated. Suspension (up to 5 days) of transportation services, change of bus route, and assignment of a monitor, alternative transportation, and counseling may be considered as action required.

In the event of multiple infractions, a meeting will be held by the principal with the transportation department representatives, special education services, and the parents/guardians. If the student has been suspended a total of 10 days from regular transportation services, alternative transportation services should be reviewed. If there is a change in placement, the student is allowed another 10 days cumulative suspension from transportation services.

Special Education and Preschool Drop-Off Procedure

A parent or guardian must be present when special education and preschool students are dropped off. Parents are to provide the driver with a list of adults approved to receive their student. Exception: with written approval by the parent and school, a special education student may be dropped off without an adult present.

Securing of Special Education and Preschool Students

If a student is required to be secured in the bus, it is the parents/guardians responsibility to load and secure their student going to school and to unsecure and unload their student when arriving at home.

Emergency Evacuations

Every child who rides a school bus should know what to do should it ever become necessary to evacuate the bus quickly and safely. Usually, students remain on the bus during an emergency; however, the bus will be evacuated in the event of fire/danger of fire or in the event the bus is stopped in an unsafe position, such as on or adjacent to railroad tracks. Students will participate in emergency evacuation drills within the first six weeks of each semester with a verbal review by the driver between drills. Students who are unable to participate in the emergency exit drill will receive oral instructions on how to exit.

Visit the district's [School & Bus Finder](#) web page for more transportation information.

Prohibition of Discrimination and Harassment

Human Dignity (ACA)

Recognizing and valuing that we are a diverse community, part of our mission is to provide a positive, harmonious environment where diversity is respected and encouraged. A major aim of education in Lake Washington School District is the development of a commitment to the core values of a democratic society. In accordance with that aim, the district strongly emphasizes a core value of mutual human respect for each person regardless of individual differences and/or characteristics. We expect this value to be manifested+ in the daily behaviors of students, staff, and volunteers.

Nondiscrimination (AC)

The Lake Washington School District does not discriminate on the basis of race, color, national origin, sex, disability, age, gender, marital status, creed, religion, honorably discharged veteran, military status, sexual orientation, including gender expression or gender identity, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability, in its programs and activities 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
Director of Human Resources
16250 NE 74th Street
Redmond Washington, 98052
425-936-1266
civilrights@lwsd.org

Section 504/ADA Coordinator
Director of Special Services
16250 NE 74th Street
Redmond Washington,
98052
425-936-1407

Title IX Coordinator
Director of Student Services
16250 NE 74th Street
Redmond Washington, 98052
425-936-1289
titleix@lwsd.org

section504@lwsd.org

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint. For a copy of the district's nondiscrimination policy and procedure, contact your school or the district office or view it online here: <http://www.lwsd.org/About/Policies-Regulations/Admin-Policies/Foundations/Pages/Human-Dignity.aspx>.

Sexual Harassment (JFDA)

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:

- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Writing graffiti of a sexual nature
- Distributing sexually explicit texts, emails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member, the school principal, or to the district's Title IX Officer, who is listed on page 12. You also have the right to file a complaint. For a copy of the district's sexual harassment policy and procedure, contact the school or the district office, or view it online here: <http://www.lwsd.org/About/Policies-Regulations/Admin-Policies/Students/Pages/Sexual-Harassment.aspx>

Harassment, Intimidation and Bullying (JFD, JFD-R)

All students have the right to learn in an environment that is free from harassment, intimidation, or bullying. Harassment, intimidation, or bullying means any intentionally written message or image (including those that are electronically transmitted) or verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, creed, ancestry, national origin, sex, gender, sexual orientation, including gender expression or identity, marital status, age, mental or physical disability or other distinguishing characteristics, honorably discharged veteran or military status, or the use of a trained guide dog or service animal by a person with a disability, when an act:

- Physically harms a student or damages the student's property.
- Has the effect of substantially interfering with a student's education.
- Is so severe, persistent or pervasive that it creates an intimidating or threatening educational environment.
- Has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation, or bullying can take many forms including, but not limited to, slurs, rumors, "put-downs," jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral, physical, or electronically transmitted messages or images.

You can report harassment, intimidation or bullying to any school staff member, the school principal, or to the district's Compliance Officer (Director of Student Services, 425-936-1289, StopBullying@lwsd.org). You also have the right to file a complaint. For a copy of the district's harassment, intimidation or bullying policy and procedure, contact the school or the district office, or view it online here: <http://www.lwsd.org/About/Policies-Regulations/Admin-Policies/Students/Pages/Harassment-Intimidation-Bullying.aspx>

Prohibited Items

Alcohol, Drug and Tobacco (IGAG, JFCH)

According to the Drug-Free Schools and Communities Act, schools must be totally free of unlawful drugs or alcohol. No one is allowed to possess, transfer, sell, use, solicit, or distribute tobacco, drugs, or alcohol while at school or while taking part in any school sponsored events or activity. Drugs include inhalants, prescription drugs beyond a daily dose, over the counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any illegal or other substance representative as such.

Dangerous Weapons (JFCJ)

The safety of students and staff in our schools is paramount. As such, it is a violation of district policy and state law for any person to carry a firearm or dangerous weapon on school district premises, school-provided transportation or areas of other facilities being used exclusively for school activities.

Weapons prohibited by this policy include firearms, as defined under federal and state law, explosives, items capable of causing bodily harm, and objects, including toy weapons or look-alikes, that appear to be weapons or that can be used to cause bodily harm, regardless of size. Dangerous weapons are defined by state law as firearms, sling shots, sand clubs, stun guns, metal knuckles, certain knives, "nun-chu-ka" sticks, "throwing stars," and air guns, including BB guns and paintball guns. Weapons apparently capable of producing bodily harm are also prohibited as defined in RCW 9.41.270 as now or hereafter amended. Laser pointing/projecting devices are also prohibited for student use or possession.

Fake weapons or props for District-approved activities such as school plays or assemblies, approved presentations or military displays, and starter pistols used for sports activities, are permitted with prior approval of the building principal. The fake weapons or props may not be capable of firing any projectiles, must be under the control or supervision of the adult activity sponsor, and must be locked up when not in use for the activity. Under RCW 9.91.160, it is unlawful and a violation of this policy for a person under eighteen years of age, unless the person is at least fourteen years old and has with written parental or

guardian permission, to possess personal protection spray devices on school district property. Providing or transferring a personal protection spray device to someone who is prohibited from possessing such a device is also a violation of this policy. Any use of a personal protection spray device must be consistent with RCW 9A.16.020.

Any student found to have in his or her possession, or in his or her desk or locker, or on school district premises, any dangerous weapon or replica of a dangerous weapon defined in RCW 9A.41.270 may be subject to parent notification, police contact, suspension, emergency expulsion or expulsion. In instances involving a firearm, students will be subject to a one-year expulsion.

Other Policies

Health Room/Medication ([JHCD](#), [JHCD-R](#))

District nurses are assigned to multiple schools and are not assigned to a specific campus. If a student feels ill during the school day, the teacher may give permission for the student to go to the office. The secretary or trained volunteer will take the student's temperature. If the student's temperature is 100 degrees or higher, the parent will be called to arrange transportation home. If a student does not have a temperature but feels seriously ill, the parent will also be called to arrange transportation home.

Parents should inform the school on the Nurse Alert form if their child has a serious/life threatening health condition. Some examples of life threatening health conditions are diabetes, seizures, severe allergies, asthma and/or a cardiac condition. This list is not all inclusive.

The Lake Washington School District's medication policy states that medication will be administered between 11:00 a.m. and 1:00 p.m. daily. Exceptions require nursing approval. Medications that are given three times a day (antibiotics) should be given at home in the morning, afternoon, and evening. Students may not medicate themselves unless the health care provider indicates that they may do so. This must be documented on the student's medication order. Should medication need to be administered at school, parents must have their child's health care provider sign the Lake Washington School District medication form (#4023), provide a separate prescription pharmacy bottle labeled by the pharmacist (handwritten labels will not be accepted); and bring the pharmacy bottle with the exact amount of medication needed for the designated time period (no more than one month at a time) to school. The parent must pick up any unused medication by the last day of school.

Child Find ([IGB-R](#))

Child Find is a federal requirement for the purpose of locating, evaluating, and identifying students age birth to 21 years with a suspected disability who reside within the boundaries of Lake Washington School District and are currently not receiving special education services. Child Find services are conducted throughout the year in Lake Washington School District

through the guidance team process. If you or your parents have concerns about your language/communication skills, motor skills, intellectual, social, emotional, and/or physical skills, please contact the school and ask for the special education teacher, school psychologist, or other guidance team member. You may also call the Special Services main office at (425) 936-1201 or the District Child Find office at (425) 936-2760 to request Child Find information.

Enrollment/Inter-District Transfer Agreements and In-District Variances ([JC](#), [JC-R](#), [JECB](#), [JECBC](#))

Students in Washington state may apply for an Inter-District Transfer Agreement to attend a school in a different school district or may apply for an In-District Variance for attendance in another, non-resident school within the Lake Washington School District. Both Inter-District Transfer Agreements and In-District Variances are determined on a space-available basis. Refer to our school district website for timelines and processes.

Student Records/Family Educational Rights and Privacy Act ([JO](#))

The Lake Washington School District is required to protect families from unauthorized release of certain information about its students. However, directory information may be released without permission of parents unless parents register their objection prior to September 15 of each school year.

Directory information is routinely used by the District in news releases, school event programs, and student directories. Such information is also released for the purposes of providing educational, scholarship, vocational/occupational, and/or military information (or to the news media or law enforcement). This information will not be released for commercial purposes. For more information, consult the Parent Information Booklet distributed at the beginning of the school year.

Our District's Tip Reporting Service

Safety is one of our district's top priorities, that's why we're now using SafeSchools Alert, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. Phone: 425-529-5763
2. Text: Text your tip to 425-529-5763
3. Email: 1342@alert1.us
4. Web: <http://1342.alert1.us>



Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the SafeSchools Alert Terms of Use and Privacy Policy, is available online at <http://1342.alert1.us>. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.