

LAKE WILDERNESS ELEMENTARY SCHOOL STUDENT/PARENT HANDBOOK 2011 – 2012

“Students are our number one priority!”



**Lake Wilderness Elementary School
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WELCOME

Lake Wilderness Elementary Students and Parents

Dear Parents,

Welcome to the 2011-2012 school year. This year will be filled with many opportunities for students to learn, make friends, and become involved in a variety of school activities. Lake Wilderness students are encouraged to strive for excellence, both in the work they do in the classroom and the behavior choices they make. The school staff is committed to providing an excellent learning environment that will enable all students to learn and grow. Collaboration with parents is essential to our success in reaching this goal. Our learning community will grow even stronger with your involvement and support.

This handbook is designed to help acquaint you with our school, answer your questions, and use as a resource guide. **Please take time to read through the information and review the school expectations section with your child(ren). The last page has a tear-off sheet that needs to be completed and returned to your child's teacher.** Please do not hesitate to contact the teacher or one of us if you have any concerns, questions, or suggestions.

Sincerely,

Laurel Menard, Principal
425-413-3500

Chris Bilka, Dean of Students

MISSION STATEMENT

**We
Inspire
Learning
and
Develop
Children's
Attitudes
To
Succeed**



SCHOOL STAFF

Principal: Laurel Menard
Dean of Students: Chris Bilka
Building Manager: Gina Castagna
Nurse: Cindy Sims, Michelle Zaleski
School Psychologist: Detta Marvich, Peggy McCool
Counselor: Becca Bowen
Office Staff: Sandy Corlis, Barbara Dena, Barbara Roessler, Britta Stitt
Library Staff: Adrienne Rime
Technology Staff: Debbie Naughton
Custodial Staff: John Olson, David Penny, Nancy Rinker, Frank Vasalas
Kitchen Staff: Eileen Bayer, Donna Langdahl, Deborah Weaver

Teachers:

Preschool: Leslie Belmondo, Brandi Hill, ShyAnn Simmons
Kindergarten: Bethany Belmondo, Heather Dean, Amy Droessler, Melissa Henson, Cindy Plett
First Grade: Patti Carrell, Carol Hamadi, Cindy Hanson, Pamela Jewett, Kelly Minniti, Angela Moore, Samantha Watkins
Second Grade: Sharon Clark, Shelly Huylar, Jeannine Koon, Rosemary Lathrop, Michele Lenander, Lorrie McMahon, Patty Phippen
Third Grade: Tiffany Fisher, Erin Osborn, Pat Pepper, Meribeth Rowe, Brenda Skeen, Melissa Starr, Melissa Tughan
Fourth Grade: Laura Bowden, Jan Clemens, Sue Hansen, Michelle Ives, Melissa Morlock, Christel Winkey
Fifth Grade: Rachel Cragar, Liz Cuddie, Jeff Finch, Tina Newbrey, Deanna Sund
CDS (Speech): Mona Best/Kristen Marshall, Cheryl Rilley, Faye Vincent
OT/PT: Teri Gage, Tom Hansen
P.E.: Adam Galgano, Joe Poleski
Reading: Cole Strauss, Kathie Trettel
ELL: Vanessa Moreno
Academic Support: Mimi Johnson
Special Education: Loriann Bradberry, Barbara Freitag, Kellie McNett, Jill Reyes
Music: Christy Hansen, Brad Harrington
Vision:

Assistants:

Kindergarten: Rhonda Renner
ELL: June Mehl, Julie Lincoln
Playground: Bonnie Grafig, Arlene Lewis, Julie Millage
Reading: Jody Bedell, Sharleen Grove, Julie Lincoln, Tricia McPhetridge, Linda Snaring
Special Education: Angie Alcott, Michelle Atkinson, Kelly Benson, Ginger Cook, Heidi Cook, Ashley Dundas, Stacey Hart, Christi Hazlett, Cindy Holzman, Angela Hurley, Ruthie Mackie, Robbie McLamore, Anna Marie Menken, Regan Nolten, Laura Scofield, Trixi Smith, Hollie Stewart, Jennifer Westby
EEP Staff: Angela Hurley, Darlia Swanson, Barb Toso

LWES CORE VALUES AND BELIEFS

CORE VALUES

- The Lake Wilderness staff is committed to working collaboratively to support our school community academically, emotionally, and socially.
- The Lake Wilderness staff believes that children have diverse learning styles and can all learn when provided with quality instruction within a safe and nurturing atmosphere.
- The Lake Wilderness students will leave here with:
 - the fundamental skills and knowledge to become independent.
 - a strong sense of personal worth.
 - a desire for continued learning and growth.
 - a respect for differences in each other.
 - a desire to positively contribute to the global community.

BELIEFS

- We believe students should strive for excellence, both in the work they do in the classroom and the behavior choices they make.
- We believe students should explore and strengthen new talents to develop into unique individuals.
- We believe students and staff can reach their optimal potential in a positive, safe environment which fosters appreciation, respect, safety, orderliness, and responsibility.
- We believe students should be able to learn in a disruption-free environment.
- We believe students, staff, and volunteers should be protected from physical or emotional harm including harassment, intimidation, and bullying.
- We believe students can make positive choices and enjoy the rewards of being responsible students.
- We believe consequences should be handled as quickly and appropriately as possible.
- We believe students, staff, and volunteers should be recognized for their positive acts.
- We believe students, staff, and parents should work together as partners to enrich the learning environment.

Our goal is to live by the following LWES Wildcat Code:

**RESPECT YOURSELF AND OTHERS
REFLECT AND RESPOND SAFELY
RISE TO YOUR POTENTIAL**

RESPECT YOURSELF AND OTHERS

- Treat others as you want to be treated.
- Honor other people's personal space.
- Follow adult requests or directions.
- Use kind and appropriate language.
- Be a collaborative worker.
- Include others in your play or school activities.
- Help others whenever possible.

REFLECT AND RESPOND SAFELY

- Accept the need for rules and responsibilities in the school setting.
- Learn, understand, and strive to follow school guidelines and suggestions.
- Settle conflicts in a non-violent way.
- Walk in the buildings and other designated areas.
- Stay within eyesight of a supervising adult.
- Think of different ways to solve a problem.
- Listen to other people's ideas.
- Choose the best solution for the whole community.
- Seek adult advice or assistance as needed.
- Report serious incidents.

RISE TO YOUR POTENTIAL

- Be prepared with school materials.
- Attend school regularly and on time.
- Complete homework.
- Keep an open mind and positive attitude about self, others, and school.
- Be a self-directed learner.
- Take risks and try things that may be challenging.
- Be a quality producer.
- Set goals and reach them.

RESPONSIBILITIES

To ensure success in our partnership the following responsibilities are outlined:

RESPONSIBILITIES OF STUDENTS

- Follow the Lake Wilderness Wildcat Code (as stated previously).

RESPONSIBILITIES OF PARENTS

- Ensure students' punctuality and regular attendance.
- Encourage and support active student involvement in educational programs.
- Help promote a positive attitude toward the school, other students, and staff.
- Work with the school and staff to resolve student behavior problems.
- Keep lines of communication open with the staff regarding students.
- Read and review the student management program with students.
- Recognize the necessary balance between the needs of the individual student and various groups in the school.

RESPONSIBILITIES OF STAFF

- Encourage all students to recognize and make positive behavior choices.
- Communicate regularly with parents (guardians) about student behavior.
- Work with parents to resolve problems concerning students or their behavior.
- Recognize and accept each student as an individual.
- Strive for balance between the needs of the individual student and various groups in the school.
- Establish guidelines and procedures that encourage student responsibility and protect the rights of each student.
- Teach and reinforce expected student responsibilities and behaviors.
- Be a role model.

THE DAILY LIFE OF A STUDENT

Our students are involved in a variety of instructional activities throughout the school day. Here is a list of these activities:

- **READING PROGRAM**, such as Guided Reading, Shared Reading, Partner Reading, Independent Reading, Sustained Silent Reading, Teacher Read Aloud, Reader’s Workshop, Read-at-Home Program (K-2)
- **WRITING PROGRAM**, such as Modeled Writing, Shared Writing, Guided Writing, Independent Writing, Writer’s Workshop, Six Traits, Step-up to Writing, MSP Rubrics
- **MATH PROGRAM**, such as Math Expressions through teacher-directed lessons, cooperative learning, hands-on activities, independent applications; The Problem Solver, Exemplars
- **INTEGRATED UNITS OF STUDY:**

Strand	America	World Communities	Scientific Systems
Kindergarten	Communities	Our World	Environment
First Grade	Community Concepts	Australia	Marine Life
Second Grade	Early Americans	South America	Early Earth
Third Grade	Puget Sound Communities	Africa	Human Body
Fourth Grade	Washington State History	Asia	
Fifth Grade	Early American History	Growth of a Nation	Body Systems

- **SCIENCE**
- **THINKING SKILLS & THINKING BEHAVIORS, LEARNER OUTCOMES, HABITS OF MIND**
- **P.E./MUSIC**
- **LIBRARY & COMPUTER LAB (1X/WK.)**
- **SECOND STEP CURRICULUM** (instruction on empathy, impulse control, and anger management)
- **ART** (taught by an art docent trained through Green River Community College)
- **MORNING RECESS, LUNCH, LUNCH RECESS, & AFTERNOON RECESS**
- **ASSESSMENTS** (district-wide and state)

OTHER STUDENT ACTIVITIES

Our students are also involved in other mandatory (teacher directed or parent directed) or voluntary activities throughout the school year. Here is a list of some of these activities:

ACADEMIC SUPPORT CLASSES

- Second – fifth graders are referred by the classroom teacher because they are struggling in math, reading, or writing and participate in a small group during the school day.

ASSEMBLIES (whole school or grade level)

CAMP CASEY

- Fifth graders participate in a 2 night/3 day environmental program at Camp Casey.

CELEBRATION OF LEARNING

- Evening event for families to see the accomplishments of all the students in individual portfolios, PowerPoint presentations, performances, projects, and visual work. Included are a silent auction, cake walk, book fair, and ice cream social.

CLASSROOM CELEBRATIONS

- Classes celebrate the attainment of an individual or class goal, a birthday party, or a special holiday.

COMMUNITY SERVICE PROJECTS

- Fifth graders volunteer for school jobs during recess for half a school year, such as Office Assistant, Playground Assistant, Classroom Tutor, etc.

FIELD DAY

- First – fifth graders participate in a variety of P.E. activities for approximately half a day at Lake Wilderness Park.

FIELD TRIPS/GUEST PRESENTERS

- Each grade level participates in two extracurricular events that can be field trips away from school or guest presenters who come to the school.

LUNCH BUNCH

- New students and first – fifth grade volunteers meet with other students in their grade level during lunch with the school counselor to learn about new friends.

PROBLEM SOLVING IN THE SOLUTION ROOM

- Kindergarten – fifth grade students voluntarily solve a problem with another student or are referred to solve a problem and/or serve a consequence during recess.

PTSA EVENING ACTIVITIES

- Monthly evening activities are sponsored by the PTSA, such as Movie Night, BINGO, Sock Hop, etc.

READING ASSISTANCE PROGRAM (RAP)

- Kindergarten – fifth grade students are referred based on individual testing completed by the classroom teacher and receive extra assistance to boost reading skills in a one-on-one or small group session.

RECOGNITION ACTIVITIES

- Kindergarten – fifth graders are recognized for great behaviors through the Respect Paws, I-Spy Free Recess, and other awards.

SCHOOL PLAY

- First – fifth graders are chosen after an audition to participate as an actor or crew member in the annual school play.

SOCIAL SKILLS GROUPS

- Kindergarten – fifth grade students are referred by parent and/or teacher to meet with the school counselor and learn about different social skills, such as friendship skills or coping skills.

SPECIAL EDUCATION CLASSES

- Preschool – fifth grade students are referred by parent and/or teacher due to a suspected disability and then, if qualify for special education, participate in pull-out classes and/or in-class support in the areas of speech and language, OT/PT, math, reading, writing, and behavior.

SPORTS TOURNAMENTS

- Second – fifth graders join a team during recess to compete in a variety of sports, such as kickball, wallball, soccer, checkers, and marbles.

STUDENT LEADERSHIP TEAM

- Second – fifth graders are nominated by their teacher or classmates to be involved in the Student Leadership Team in which they make school decisions, participate in school projects (e.g., Friendship Grams), and solve school concerns.

ZERO HOUR CLASSES

- Remedial or enrichment classes are offered before or after school. Some classes are invitational only, while other classes are open to specific grade levels.

OTHER PROGRAMS AT LWES

We are fortunate to have some of the district's programs housed at LWES. They are:

EXTENDED ENRICHMENT PROGRAM

- Before- and after-school childcare is offered for students in all day kindergarten and grades 1 – 5 on regular school days, vacation days (except specific holidays), and early release/waiver days.
- Students are involved in a variety of activities, such as games, arts/crafts, snacks.

PRESCHOOL

- Four half-day sessions are offered to students who qualify under special education or who are peer helpers (tuition-based fee).
- Preschool students meet four days per week.

SAIL PROGRAM

- One or more multi-aged classes are formed for kindergarten through fifth graders who are developmentally challenged and are qualified under the special education guidelines.
- Direct instruction and intensive support is given in academics, daily living skills, and other applicable therapies in the three classrooms.
- Opportunities for mainstreaming occurs during recesses, lunch, specialists (P.E. and Music), and other general education activities when appropriate.

CALENDAR OF EVENTS

SEPTEMBER 2011

- Information packet - sent home for parents to complete and return to the classroom teacher
- Student ridership count on each bus
- Grade level assemblies on student expectations
- Curriculum Night - parents meet the teacher to hear about the classroom expectations
- Band rental
- Volunteer training

OCTOBER 2011

- Hearing and vision screening
- Picture Day
- Fall fundraiser
- Food drive collection - to help the Maple Valley Food Bank
- Harvest festivals

NOVEMBER 2011

- Veteran's Day assembly
- Parent conferences - teachers meet with parents to discuss student progress and goals for the school year (return "Conference Time Request" form)
- Picture retakes
- Thanksgiving Break

DECEMBER 2011

- PTSA Holiday Breakfast
- Winter Break

JANUARY 2012

- Nomination for "highly capable students" for testing in grades 2-4
- Martin Luther King, Jr. assembly
- Scoliosis check for fifth graders

FEBRUARY 2012

- Valentine's Day parties
- Mid-winter Break
- Spring fundraiser

MARCH 2012

- Read Across America/Dr. Seuss Day
- Progress reports sent home
- School Play performances

APRIL 2012

- Camp Casey for fifth graders – 3 days/2 nights of environmental curriculum
- Kindergarten registration
- Spring Break
- Student placement process – input sheet needed from parents
- Celebration of Learning – parents see and hear students' work and participate in activities

MAY 2012

- MSP testing
- Teacher Appreciation Week
- Class pictures

JUNE 2012

- Volunteer Appreciation Week – celebrate the wonderful work of our LWES volunteers
- Field Day – students walk to Lake Wilderness Park and participate in a variety of physical activities
- Move-up Day – students meet their next year teacher and classmates

Other events that will occur throughout the school year include field trips in each grade level, PTSA evening events, Spirit Days. See the classroom and school newsletters for the specific dates on all of the events.

GENERAL INFORMATION

DAILY SCHEDULES

SCHOOL DAY	9:10 AM – 3:40 PM
AM KINDERGARTEN DAY	9:10 AM – 11:55 AM
PM KINDERGARTEN DAY	12:55 PM – 3:40 PM

Attendance is recorded using the following times:

AM Tardy.....	1 – 45 minutes past starting time of school
AM Absence.....	46 minutes or more past the starting time of school
PM Tardy.....	1 – 45 minutes after PM Kindergarten begins
PM Early Release.....	46 minutes or more after PM Kindergarten begins or when a student is picked up more than 45 minutes before the end of the day

- Students should arrive at school no earlier than 8:50 AM.
- Students are not allowed in the building until 9:00 AM.

SAFE ARRIVAL

- If a student will be late or absent, call Safe Arrival **(206) 654-1856** by 9:25 AM.

ATTENDANCE

Students develop attendance patterns early in their school careers. By having students stay home only when absolutely necessary, parents can help children develop good attendance habits.

Washington State’s attendance law (RCW.28A.225.010) mandates that once children are enrolled in school attendance is compulsory. Tahoma policy and procedures include:

- Any student absent or tardy **in excess of 20% in one month** will receive notification from the school (see copy of letter on page 24).
- A pattern of absences or tardies will be referred to the Family Advocate.
- **Excused absences** include medical/dental appointments, court appointments, funerals, and illness.
- An absence is excused if the parent/guardian either calls Safe Arrival the day of the absence or sends a note to the school within 48 hours of the absence.
- Excused absences do not negate the 20% notification guideline.
- **Excessive absences/tardies** may require documentation, such as a doctor’s note. A pattern of excessive absences/tardies may be cause for referral to the truancy board.
- **Pre-arranged absences** of more than three days require a Pre-Arranged Absence Form signed by the parent and principal (page 25). These forms are available in the school office.

- Pre-arranged absences and vacations are included in the 20% calculation.
- **Unexcused absence** occurs when the school was not notified of a student absence. Notification should occur through Safe-Arrival or the Pre-Arranged Absence Form. If the school does not receive notification by a parent/guardian within 48 hours of the absence the absence is unexcused and an unexcused absence letter will be sent to the parent/guardian.
- The truancy law requires school officials to send a letter advising the parent/guardian of the specifics of the truancy law after one (1) unexcused absence has been accumulated. If a student accumulates five (5) unexcused absences in a month, or ten (10) in a semester, a petition with the juvenile court will be filed.

ABSENCES

- Talk with your child’s teacher about assignments if a student will be absent for a personal reason.
- Send a note with your child when he/she returns after his/her absence if you did not contact the school.
- If a student does not attend school for 20 consecutive days, the student will be officially withdrawn from the school and a letter will be mailed home.

TARDY/LATE ARRIVAL/EARLY PICKUP

Students arriving late or leaving early are missing valuable instruction time and interrupting class time. We understand that on rare occasions, appointments, family emergencies, etc. make late arrival and early dismissal unavoidable. It is our hope that appointments will be scheduled outside school hours or on non-school days whenever possible and that student learning time will be respected. Tardiness is another form of poor attendance that negatively impacts student success. Please help your child by getting to school on time.

- Students need to check in with Office A **with an adult** for an admission slip before going to class.
- Send a note to your child’s teacher if you must take him/her out of school early.
- Go to Office A to sign out your child and the office personnel will call the teacher to send your child down to Office A.
- Parents need to pick-up a student before 3:25 PM or the student will be dismissed at the regular school dismissal time.

STUDENT PICKUP

School safety is a high priority for the Tahoma School District and Lake Wilderness Elementary School. As a result of our commitment to providing the safest possible environment for students, our school has developed the following policy for student pick-up.

Dismissal During the School Day

- The parent can send a note, call the office, OR come into the office to sign out the student.
- When the parent arrives, the office staff will call the classroom and the student will be sent down.

Permanent Pick-up at Dismissal Time

- Parents who intend to pick up their student on a permanent basis will need to send a signed and dated note to the classroom teacher. This note will be kept on file in the school office and a green "Permanent Pick-Up Pass" will be issued to the parent.
- If this routine varies in any way, notification must be sent to the teacher or to the office.
- Please DO NOT enter the school or wait by the outside classroom doors when picking up your child. Parents must wait for their child in the designated waiting area at the benches in the front of the school.

Occasional Pick-Up at Dismissal Time

- Please send a note to the child's teacher in the morning or call the office before 3:25 PM. The parent/adult must check into the office to sign out the student. The parent or adult will be required to show identification if the office staff does not know him/her.
- The parent/adult will be given a pick-up slip and can then proceed to the pick-up area. Parents who have not written a note or called will need to arrive before 3:25 p.m. in order to complete the identification and sign-out process. It is important that there is enough time to notify teachers and for students to safely walk to the office before busses arrive. ONLY people designated by parents or named on the emergency card will be allowed to pick up students.
- At the end of the day, students to be picked up will go to the bench area in front of building A. The parent/adult hands the pick-up slip to the designated staff monitor and the child is released to the adult. The office retains a copy of all slips so there is a recorded signature of the adult who has picked up the student.
- **No student will be released at the classroom door or inside the campus.** The only exception: Volunteer parents who are in the room at the end of the day may take their child from the classroom IF they have a pick-up slip. The pick-up slip can be obtained when the parent signs in to volunteer. The pick-up slip is then given to the monitor at the benches.
- Once a student has boarded the bus, he/she cannot be taken off the bus.
- **Group pick-up:** If your child needs to stay after school for a meeting or a class (except Zero Hour classes) please send a note to their teacher giving all of the specifics. This note will be routed to the office and if it is a permanent situation, it will be put in the student's file. The leader will need to stop in the office to get a "Group Pick-Up" form and meet the students at the benches. The children are checked off on the form; the leader signs it and gives it to the monitor at the benches.

BUSES

- In the morning, students should arrive at the bus stop approximately 5 minutes before the bus is expected to arrive.
- In the afternoon, a student will be taken to the bus garage or back to the school and parents will be contacted when the bus driver cannot release the student at an appropriate bus stop.
- Kindergarten students can only be released from the bus to a parent/guardian, unless the school or transportation department has received a note stating the child can walk without an adult from the bus stop to home.
- If your child has not arrived home on time, contact the transportation department.
- All personal, electronic equipment is used at the discretion of the bus driver and must be put in the student's backpack before exiting the AM bus and cannot be taken out until the student is on the bus for the PM bus ride.
- Appropriate behavior is expected on the bus (see pages 31-32 for more specific rules).
- If you have transportation questions or concerns, call (425) 413-3220.

BUS PASSES

- Send a note to the school if your child will get off the bus at a stop other than his/her regular stop (see page 45).
- If you call the office to change your child's transportation needs, call before 3:25 PM on the date of the change.
- Only office personnel, administrators, or teachers may take a student off a bus.

BIKE/WALKING PASSES

- Complete the form on page 45 if you are giving your son/daughter permission to bike or walk to and from school.
- Your child should walk his/her bike on school property.

VEHICLE DROP OFF AND LOADING ZONE

- The vehicle drop off and loading zone is at the front of the school.
- Between 8:50 – 9:00, you may drop off your child at the curb and they will wait at the benches until 9:00. This is the only time before school that the students will be supervised by an adult. **Do not walk your child to the classroom door.**
- If you are running late (after 9:10 AM), park your car and check in your child in Office A. Do not drop them off. They will receive a blue admit slip to give to his/her teacher.
- If you are picking up your child, you may use the curb or park in a marked parking space and meet your child at the benches in front of the school.
- Use the crosswalk and sidewalks at all times.
- See "Student Pickup" (on the previous page) regarding permanent and temporary passes.

DELIVERIES OR MESSAGES TO YOUR CHILD

- Call or come into Office A to make a delivery (e.g., forgotten lunch) or to send a message.
- The office staff will deliver the item or message to the classroom or the student will be called down to the office.
- Items that will not be delivered to classrooms are flower arrangements or balloons for students due to the disruption to the learning environment.

EMERGENCY SCHOOL CLOSURE

- Listen to the radio or watch television between 6:00 PM and 8:00 AM for any information regarding Tahoma School District.
- If school is delayed morning kindergarten, ECEAP, and preschool classes are usually canceled.
- The transportation department (425-413-3220) will give you information about emergency pick-up/drop off routes.

EMERGENCY PROCEDURES

- Students will routinely practice drills for emergency situations (i.e. earthquake, fire, lockdown, and shelter-in-place). These drills will be held at different times and in several ways to ensure that all students practice.
- Complete the Emergency School Evacuation information on the back of the student Emergency Care and Health Information card each year, so the school will know if you will pick up your child at school or he/she will go home on emergency school closure days.
- Send in a comfort kit with each child at the beginning of the school year. The contents of the comfort kit should be placed in a one gallon Ziplock bag and include: 3x5 card with child's name, 30 gallon trash bag, small flashlight, small toy or game, hat and pair of socks, small sealed store bought water bottle (8 oz), space blanket (found in camping supplies section), comfort letter, and a family photo.

RESTRAINING ORDERS

- Only a restraining order from a court of competent jurisdiction gives the school authority to deny parental access to school records and to see their children at school.
- Give the office staff a copy of the restraining order, which is valid for one year.

HEALTH INFORMATION

- Complete a current Emergency Care and Health Information card for each child in your family.
- Let the school know about changes in health.

MEDICATION AT SCHOOL

- A student cannot bring medication, prescription or non-prescription, to school unless a form has been completed.
- The form can be obtained from the school nurse.
- Complete the form for administering medication at school and have the doctor sign it before the school can give any child medication, prescription or non-prescription.
- Medication must be kept in the original container with the prescription label attached, which is kept in a locked cabinet in the health room.

IMMUNIZATION RECORDS

- Washington State Law requires all students to be immunized against diphtheria, tetanus, pertussis (DTP), measles (or proof of immunity), rubella, mumps (MMR), and polio. Incoming kindergarten students are required to have started the Hep B series of shots.
- Complete and sign the certificate of immunization form. It can be found in the registration packet or in Office A. Without this on file, your child cannot attend school.

HEALTH SCREENING

- Routine vision, hearing, dental, and scoliosis (spinal curvature) screenings are completed each year at school.
- Parents will be notified and specific information will be sent to you prior to the screenings.

HEALTH ROOM

- The health room is located in Bldg. A where a student will be sent for illness or injury.
- A student will be sent immediately to the health room if the student has a previously diagnosed medical condition, a health plan with the nurse, a permanent pass from the nurse, a fever, a head injury, an injury from a physical aggressive act from another student, or one of the four Bs – barfing, bleeding, breathing difficulty, and broken bones.
- If a student is complaining about a stomach ache or head ache, the student will be sent at the beginning of the next recess. A playground assistant will not send a student to the nurse's office unless it is one of the above bulleted conditions.
- If a student needs something from the nurse, such as Vaseline for chapped lips, the student will be sent at the next recess.
- A student must have a nurse's pass to go to the Health Room.
- A note will accompany the student explaining the visit and care.
- Contact will be made to the parent or individuals listed on the emergency card when a child needs to be picked up.
- If a student is misusing the health room and missing instructional time, the student will go into the Solution Room at the next recess to make up the time out of the classroom which is determined by the times on the pass. Parent contact will be made if a pattern continues.

ILLNESSES

- Use the following guide when making a decision about your child's attendance at school:
 - 1. Respiratory Infections (earaches, colds, flu, etc.)**

Keep your child home while acutely ill and until his/her temperature has returned to normal for 24 hours.
 - 2. Strep Throat**

Keep your child home for a minimum of 24 hours after being on antibiotic therapy and is fever and pain free. Call the school attendance clerk or nurse and leave a message about your child's diagnosis so we can notify the rest of the class.
 - 3. Chicken Pox**

Keep your child home until all pox are dried up and crusted over.
 - 4. Lice**

Keep your child home until treated with louse medication and all nits (lice eggs) have been removed. The student must be cleared with the nurse before riding the school bus and returning to the classroom.
 - 5. Scabies, Impetigo, Ringworm, Pink Eye**

Your child may return to school after prescription medication has been started. Students should be reminded not to share personal items.

SCHOOL LUNCH PROGRAM

- Students eat lunch in Gym B.
- Students may purchase a lunch through the school lunch program or bring a lunch from home.
- Milk is provided with the school lunch or may be purchased for \$.50.
- A monthly lunch menu is on the Tahoma School District website.
- It is recommended to pre-pay for lunches (\$2.50 each) by a check/cash that the student can bring to his/her classroom teacher or to the office. Also, online payments are now accepted for school lunches. See the Tahoma School District website for more details.
- Students are allowed only two charged lunches.

FREE AND REDUCED LUNCH

- The National School Lunch provides for free and reduced priced lunches for children of families who qualify.
- An application form for free and reduced lunches will be sent home during the first days of school.
- If your child was on free or reduced lunches last June, his/her eligibility continues until September 30th.
- If a change in your family size or income occurs during the school year, contact Tahoma Food Services at (425) 413-3452.

VOLUNTEERS

- Contact the classroom teacher or office personnel if you are interested in volunteering.
- Prearrange your volunteer visit(s) with the classroom teacher.
- You must complete the volunteer screening form along with the State Patrol clearance form and watch the video, "Someone Told" before volunteering in the classroom or chaperoning a field trip.
- It takes up to 14 days to clear a volunteer through the screening form, WA State Patrol Identification and Criminal History.
- If you are chaperoning a field trip, you will need to arrange private daycare for siblings so you can spend time with your one child and his/her classmates.
- Sign the log in Office A **before and after** your visit in your child's classroom.
- Wear a visitor sticker while on the school property. Staff members may approach you if they cannot easily see the visitor sticker.

PETS

- Bringing a pet to school for "show and tell" must be arranged with the teacher due to possible allergies.
- The adult must take full responsibility of the pet by being in control of the pet at all times on school property using a leash or carrier/cage.
- Pets should not be walked onto school property when dropping off or picking up your child.

STUDENT PLACEMENT POLICY

- Complete a "Student Placement Information" form in the spring for input about your child in order for the teacher to make the best possible placement for the next school year.
- The form can be found in Office A.
- Placement is based on the current teacher's input and the overall needs of each student, not requests for a specific teacher.

CREATING A NEW CLASS

- All parents in the overloaded grade level will be informed that there is an "overload" and a new class will be formed in three days.
- Parents can volunteer to have their child moved to the new class.
- The grade level team of teachers for the overloaded grade will meet and decide as a group who they recommend from all of their rooms to go into the new class.
- Parents will be notified by phone.
- Parents and their child will be invited to school to meet informally with the new teacher to help make the transition to their new classroom and teacher.

LOST AND FOUND

- Lost and found items are located in the hall in front of Office B. Remember to sign in first at Office A if you want to check for your child's lost items.

- Items not retrieved will be donated to a local charity during the winter and summer breaks.

LOST/DAMAGED SCHOOL ITEMS

- If your child has lost or damaged a school item, a notice will be sent home describing the lost or damaged item with a dollar amount for repair or replacement.
- Reimburse the amount of the item by sending a check to the classroom teacher.
- The final report card will not be released until reimbursement of the item has been received.
- If the lost item has been found after reimbursement, the school will reimburse the parent.

504 PLANS

- See the 504 coordinator (Becca Bowen) and/or classroom teacher if you suspect that your child has a disability that is negatively impacting his/her education.
- A referral may occur that will result in an evaluation for the possible necessity of an accommodation plan which will be created by a team, including the parent(s).

SPECIAL EDUCATION

- If you suspect that your child has a disability that is significantly impacting his/her education and you feel that your child needs specially designed instruction by a special education teacher, contact your child's classroom teacher. Based on your conversation with the teacher, a written request would be the next step.
- A referral to the Student Study Team will occur to determine if an evaluation by the special education staff will be performed based on observations and classroom assessments.

PARENT COMMUNICATION

- It is important to communicate between a student's family and the classroom teacher because, together, we are a team that wants your child to be successful.
- When there are questions or concerns about your child's education, your first point of contact should be with the classroom teacher.
- Since the teacher is busy with students during the school day, the easiest, fastest, and most efficient way to reach any teacher is via email. This communication should be to the point and include your questions or issues, along with your name, your child's name, and a phone number (if you prefer to have a conversation).
- If you would like to have a parent-teacher conference, please email the teacher to schedule a day and time.
- Other ways to find out information is the school's website, district website, links to other resources, internet search engines, and asking your child.
- When questioning your child, it is best to use open-ended questions, such as "Tell me what happened first" "And then what happened?" "Where did this happen?" "When did this happen?" "How many times has this happened?"

EXAMPLE OF LETTER TO PARENTS REGARDING EXCESSIVE ABSENCES

Dear Parent(s)/Guardian(s) of _____,

We are concerned about the number of days your child has been absent this school year. _____ has been absent for ___ days (at least ___% of the school year). Please see the attached attendance record for _____.

According to RCW 28A.225.010, parents "shall cause such child to attend the public school of the district in which the child resides and such child shall have the responsibility to and therefore shall attend for the full time when such school may be in session unless ... has been temporarily excused upon the request of his or her parents for purposes agreed upon by the school authorities and the parent: PROVIDED, That such excused absences shall not be permitted if deemed to cause a serious adverse effect upon the student's educational progress." This code continues to state "If a child required to attend school under RCW 28A.225.010 fails to attend school without valid justification, the public school in which the child is enrolled shall inform the child's custodial parent, parents, or guardian."

It is the district's belief that if a child is absent 20% of the school year, it can cause an adverse effect upon a student's educational progress. This letter documents our concern. If there is anything that we can do to help, please let us know. We want all students to consistently attend Lake Wilderness Elementary School in order to be successful and receive the full educational benefits provided by our staff. We understand that emergencies and illnesses occur. Communication with the classroom teacher is essential for your child to make up any missed assignments or new learning concepts.

If you have any questions, please do not hesitate to call me at (425) 413-3500. Thank you for your cooperation in this matter and your support for education.

Sincerely,

Chris Bilka
Dean of Students

PRE-ARRANGED ABSENCE FORM

Lake Wilderness Elementary School Pre-Arranged Absence Form

Name of Student

Dates of Absences

Grade

Student's Home Phone #

Teacher

Total # of Missed School Days

Reason for absence

Lake Wilderness Elementary School has an integrated curriculum that uses trade books, literature sets, and active processing learning rather than textbooks. Our experience verifies that this type of curriculum is best for students and it is difficult for a teacher to assign homework over an extended period of time. We do ask your child to complete the following homework when numerous school days are missed due to family vacations:

- Math journal pages as indicated by your child's teacher
- Reading time each day as indicated by your child's teacher
- Writing in a journal each day
- Any additional homework that may be assigned by your child's teacher

When you travel you are giving your child something that the school cannot recreate, and we encourage you to capitalize on these experiences by having your child record daily experiences. Kindergarten children can keep a journal of drawings and words; whereas students in other grades can describe events and sights of the day.



Parents,

Please read and sign the form below prior to your child's extended absence. Thank you.

I am aware that my student's progress may be negatively impacted by this extended absence. I also understand that as a result of this extended absence, school personnel may recommend summer school or other academic support for my child.

Parent's Signature _____ Date _____

To be completed by principal:

____ Excused Absence ____ Unexcused Absence because _____

Principal Signature _____ Date _____

STUDENT EXPECTATIONS

Students will learn the appropriate guidelines by school staff during the first few weeks of school. Expectations will be reviewed throughout the year.

ATTENDANCE/TARDINESS

- Students should attend the entire school day from 9:10 AM – 3:40 PM every day.
- Classrooms will be open at 9:00 a.m.
- Students should be on time to class after recesses.

CLASSROOM

- Classroom teachers create their own classroom management system. It is expected that students follow this plan.
- Participation in the learning environment is key to educational growth. Disrupting others prevents them from learning.
- Students should give their best effort.

PHYSICAL EDUCATION

- Physical education is recognized as an integral part of the school curriculum, since it promotes fitness and health as a lifelong endeavor.
- Every child is expected to participate at his or her fullest potential.
- Appropriate attire for participation, cooperation, and safety is required (i.e., tennis shoes, shorts under dresses or skirts, safe jewelry, clothing that does not restrict movement).
- Students must have a note from home if they do not participate in all activities.
- A doctor's excuse is required if your child must be excused for a prolonged period of time.

MUSIC

- Kindergarten through fifth grade students will participate in general music class.
- A zero hour class (before school) will be offered for fifth grade band.

HALLWAYS

- A pass is needed to move from place to place on the school grounds, unless accompanied by a staff member.
- In order to limit disruption, students will remain quiet, stay to the right, walk in a single line, respect personal space, and move safely through the halls.

RESTROOMS

- A pass is needed to use the closest restroom.
- Restrooms should be used for their intended purpose and students should return to class promptly. It is not a time to socialize with friends.
- Restrooms should be left clean without graffiti, and garbage should be placed in the garbage can.

LUNCHROOM

- The lunchroom is a place to eat and socialize with friends. Students are expected to talk softly with their neighbor seated next to or across from them.
- Students need to find a seat and stay seated unless excused by an adult.
- Once students have finished eating and cleaned their area, they will be dismissed by an adult when their hand is raised.
- It is expected that students will be appropriate with food.
- Leftover food can be saved and placed in their classroom's lunch bucket.
- Students walk out silently to the playground.
- Failure to comply with lunchroom rules will result in eating lunch in an alternative setting.

SNACKS

- Snacks may be eaten during designated recesses (morning and/or afternoon).
- Gum, powdered candy (Kool-aid/Jello), suckers, hard candy, and drinks with straws are not allowed because they are a safety hazard.
- Students should not share their food with others.

VALUABLES, ELECTRONIC EQUIPMENT, CELL PHONES, TOYS, TRADING CARDS

- Electronic equipment of any kind is not allowed at school or school-related activities and will be confiscated immediately to be picked up at the end of the day, including cameras.
- Cell phones, if needed for before or after school activities, must be turned off and kept in the student's backpack throughout the school day. If the cell phone is out of the backpack or rings during the school day, it will be confiscated immediately to be picked up at the end of the day with a parent phone call.
- Personal items are brought to school at student's own risk. The school and teachers are not responsible for lost or stolen personal items. An investigation will not occur.
- Students may bring safe sporting equipment to school. Equipment must be labeled with the student's name. Equipment brought to school is a personal item and is the responsibility of the student. (Examples: footballs, basketballs, soccer balls, and large rubber balls.)
- Scooters, bikes, and skateboards must be carried or walked on school property and cannot be used at school. Lock the scooters and bikes at the bike rack.
- Students may not bring trading cards or trade personal items of any kind.
- Students may not sell items or accept money.

SCHOOL DISTRICT DRESS CODE (Procedure 3224P)

- Clothing displaying or making reference to alcohol, drugs, tobacco, profanity, vulgarity, discrimination, or sexual language or pictures shall not be worn.
- Apparel, accessories, or manner of grooming which evidences gang membership, affiliation, or promotion is prohibited.
- Hats and/or any headgear (i.e., scarves, hoods, bandannas, sunglasses) shall not be worn in the school building during the school day. (Hats and headgear of students in

violation of this standard will be confiscated and sent to the office, where they may be retrieved at the end of the day. In the case of repeated violations, the confiscated items may be kept in the school office until the end of the semester or term.)

- Attire that exposes the torso (i.e., halter tops, tank tops, muscle shirts, midriff blouses, spaghetti straps, see-through clothing, and clothing that does not cover undergarments) is not appropriate school wear. Pants will be worn at waist level even if a shirt covers the body.
- Jewelry, clothing, or other accessories that may present a safety hazard or danger to the welfare of self or others shall not be worn (i.e., wallet chains and spiked accessories).
- Spandex clothing worn as outerwear is not permitted during the instructional day.
- Shorts must be fingertip in length and hemmed (not running shorts).
- Shirts and blouses must be free from holes, and pants must not be cut or have holes above mid-thigh.

* *Student appearance needs to support learning activities.*

* *Students will be given opportunities to replace inappropriate attire. If given replacement clothing, such as a belt or shirt, a warning slip will be written for the return of the item.*

* *A second infraction will result in an incident slip.*

* *All students, staff, and parents should respect the dress code.*

No "Heelys" are allowed at school – shoes with wheels embedded in them.

PLAYGROUND

Our priority on the playground is SAFETY and RESPECT. Students need to be safe and have respect for each other, playground supervisors, and playground equipment. Students should follow the Lake Wilderness Wildcat Code on the playground and any other recess activity locations.

Respect for Each Other

- Students should keep their hands and feet to themselves (no roughhousing, pushing, hitting, tripping, or kicking). Fighting, wrestling, karate, tackle sports, pig piling, or pulling students' clothing are not allowed.
- No game locks (excluding other students) are allowed.
- Two finger taps are the only tags allowed to be played on the field only.
- Balls must only hit below the waist when playing kickball; however, dodge ball and throwing balls at other students is not allowed.
- Only respectful language should be used at recess (no gossiping or spreading rumors is allowed).
- Excessive arguing with each other closes the game for the recess.
- Students should try to solve any conflicts by talking with the students involved unless it is an immediate danger to self or others.

Respect for Playground Supervisors

- Students should follow the decisions of each staff member with respect and without argument.
- Playground supervisors, teachers, and administrators will all use reasonable judgment and common sense to guide decisions concerning student and staff safety for each incident and situation.
- If the game becomes too rough, the playground supervisor has the authority to stop the game.
- If a playground supervisor blows the whistle, students should stop and look at the playground supervisor to follow his/her directions.
- When recess is over, all play stops immediately and students should walk directly to their classrooms or designated area.

Respect for the Playground Equipment

- All equipment on the playground must be shared and used properly as the item was originally intended to be used.
- While playing on the big toys, students should follow the arrows to know the direction to move on the equipment, one student at a time on each section of the equipment.
- Jumping off of any equipment (big toys and swings) is not allowed.
- Walk on any pavement unless playing a designated game for that playing area.
- While playing on the swings, each student gets 25 full swings (straight forward and backward) for each turn and cannot save swings for friends.
- Only plastic bats and balls are allowed.
- Soccer balls, footballs, kickball, yo-yos, and Frisbees are used on the field only.
- Large balls can be used in the playshed by hitting with hands only at the wall.
- Basketballs, rubber balls, colored balls, tennis balls, jumpropes, and games can be used on the blacktop.

Safety on the Playground

- Students should play in designated areas by staying within clear sight of a playground supervisor while on the playground (not behind portables, in alcoves, or around corners). No older children are allowed in the kindergarten play area.
- Students should follow the general rules for each sport.
- If there is immediate danger to self or others, one student should immediately find the closest playground supervisor and state the facts of the incident.
- If students need to use the restroom, they need to ask an adult supervisor for a "restroom pass" to go into Bldg. A and use the restrooms across from the computer lab (only two students at a time). The pass should be returned to the supervisor when finished.
- A pre-arranged pass is necessary to go elsewhere other than the playground.
- Students should not throw any objects (i.e., rocks, sawdust, wood chips, bark, sand, dirt, snowballs, ice, pinecones, sticks, etc.).
- Students should stay out of mud, puddles, and off ice.

BUS RULES

It is very important that students are calm and safe on the bus. If inappropriate behavior occurs on the bus, the bus driver will follow the bus level system. Bus infraction slips will be given to the student and a parent phone call will occur. Bus stop issues will typically be dealt with by the Transportation Supervisor, bus driver, and/or law enforcement, if necessary. Bus issues, including student behaviors, should be made to the transportation department at (425) 413-3220. The following regulations are designed for the safety of all students:

- The driver is in full charge of the bus and students. The students must obey the driver and/or aide promptly.
- Students shall be on time. Students are to be at the stop five minutes early and wait in a safe and orderly manner. Students who are late arriving at the bus stop will need to find other transportation to school.
- Students shall ride their regularly assigned bus at all times unless permission has been requested by parent/guardian for a change of bus and has been granted by the building or transportation authorities. If a parent requests a change of bus schedule (bus pass) for their student, it will be honored if space is available.
- Students are not allowed in driver's area. The driver may assign each student to a seat. Students who have been assigned will use only the assigned seat unless permission to change is given by the driver.
- Students must remain in their seats while the bus is in motion. Students must sit facing the front of the bus, keeping their feet and legs out of the aisle. They may talk in a low, conversational level with those near them.
- Students shall enter and leave the bus in an orderly fashion. A student shall be permitted to leave the bus only at his or her regular stop, unless they have a bus pass.
- Students must look both ways before crossing a roadway and always cross in front of the bus in full view of the driver. Cross only when the driver signals it is safe to do so. Once off the bus, students should follow rules for pedestrians.
- In the event of an emergency, students must follow emergency exit procedures as established by the emergency exit drills. Students will not tamper with emergency doors or equipment.
- When bus stops at a railroad or other dangerous crossings, there will be absolutely no talking or noise.
- Students are to assist in keeping the bus clean. Eating and drinking on a school bus is not permissible except when specifically authorized and supervised by school district personnel. When transporting classes or teams, the teachers or coach will be primarily responsible for supervising the behavior of the students. The teacher or coach will be responsible for insuring that the students clean up after eating on the bus.
- Any damage to a bus must be reported to the driver at once. The parents/students will be required to reimburse the school district for damage to buses resulting from students' misconduct and may be subject to loss of riding privileges and suspension or expulsion from school.

- Students must see that personal belongings are kept out of the aisle. Large items which cannot be held in the student's lap will not be transported on a school bus unless other arrangements are made with the bus driver. This includes musical instruments and school projects.
- No student shall at any time extend head, hands, or arms out of the windows, whether the school bus is in motion or standing still.
- Students must not have anything in their possession that might cause injury to another such as sticks, breakable containers, balloons, any type of firearms or fireworks, skateboards, laser pens, or pins extending from their clothing. No animal, reptile, fish, fowl or insects are permitted on the bus (except seeing-eye dogs).
- If requested by the driver, students must identify themselves. If 7-12 graders should refuse, they may be denied transportation.
- Rude, obscene language and/or gestures will result in immediate discipline. Physical and/or sexual harassment will not be tolerated and will result in immediate disciplinary action.
- Smoking, chewing/spitting tobacco, and using any type of flame or sparking device will not be allowed on the school bus. No alcohol, illegal substances, or other paraphernalia, weapons, explosives or replicas will be allowed on the school bus.
- Fighting, vulgar language, or obscene gestures directed toward the driver will result in loss of bus privileges.

BEHAVIOR MANAGEMENT PLAN COMPONENTS

It is expected that students, staff, and parents will work in a safe environment. For an effective behavior management program, three components need to be in place, which are recognition, support, and consequences. All three components assist a student in making appropriate choices to be a successful student at Lake Wilderness. Not all students need to be involved in all three of these areas. The following activities outline this year's behavior management programs:

RECOGNITION

- Respect Paws – Staff members will give students a respect paw ticket for students displaying exceptional respectful behavior. The ticket will be placed in a weekly drawing and two winners will be announced (one from the primary grades and one from the intermediate grades). The winners will spin from the prize wheel and the entire classroom will receive the prize. The other respect paw recipients will receive a Lake Wilderness pencil.
- Wildcat Awards – Two to three students are nominated from ADK – 5th grade classrooms each month to receive a specific award in one of the Habits of Mind. The award recipients are acknowledged each month during lunch and a group picture is placed on the bulletin board.
- Celebration Activities – Staff will celebrate successes throughout the year in their classrooms to recognize individual and group accomplishments. The Celebration of Learning event will occur in May to recognize the talents of all students.
- Positive Personal Statements – Staff will consistently use positive statements as a natural recognition for students.
- Other recognition programs will be created and voted on by teachers and students.

SUPPORT

- Solution Room – A staff member will assist students with problem solving, facilitate conflict mediations between students, investigate conflicts, provide strategies to students to make better choices, monitor students during recess, and support academic needs.
- Small Group Sessions – The school counselor and behavior intervention specialist will conduct a variety of groups throughout the year to discuss and teach appropriate skills in order for students to make safe and respectful choices.
- Assemblies/PowerPoint Presentations – Staff will give students expectations for a variety of settings (hallways, lunchroom, classroom, recess) through assemblies and PowerPoint presentations.

CONSEQUENCES

If students demonstrate inappropriate behavior, or if they make poor behavior choices, we make every effort to develop natural consequences matched to the specific problem. For example, if a student cheats or plagiarizes, he/she will receive a zero for the assignment/test and redo it for no credit. **Our focus is on helping students learn important skills, strategies, and attitudes that will allow them to avoid difficulties and experience success.**

Parental support, by reviewing expectations for behavior, supporting "at-school" consequences, implementing "at-home" consequences, and/or having a follow up discussion with their child, is a critical part of this process.

Most incidences (Level 1) will be handled by the adult who observed or investigated the incident, especially if it happened in the classroom or on the playground. Consequences and a written slip will be determined by that adult following the Elementary School Sanction Range Chart (see pages 35-36). Usually, a student will be given a verbal warning, practice the appropriate behavior, rectify the incident, and/or have think time (complete a problem solving sheet, miss a recess, draw the appropriate behavior, etc.). If the behavior continues or is an incident that a parent needs to know about, a problem-solving slip will be sent home. If there is a third incident (repeated behavior), a parent conference will occur to create appropriate strategies/interventions.

If a student is in a position that seriously endangers his/her personal safety or the safety of others (Level 2 - Level 4), this student will be referred to the Dean of Students and/or principal. This includes physical aggression, assault/battery, fighting, bullying/harassment, threats, extortion, and possession/use of drug, tobacco, alcohol products or weapons. An investigation will occur and parents will be notified.

Level 1	<u>Behavior</u>	<u>Consequence</u> <i>(Responsibility of the Observer)</i>
	Cheating	Act of Kindness
	Damage or Destruction of Property	Apology Letter
	Defiance of School Authority	Community Service
	Disruptive Conduct	Call Home
	Dress Code Violation	Loss of Privilege
	Electronic Listening Devices	Loss of Recess
	False Accusations	Practice Appropriate Behavior
	False Alarm	Redo Assignment
	Forgery/Falsification	Restitution
	Inappropriate Language	Time Out
	Lying to Authorities	Think Time Sheet
	Reckless Physical Behavior	Verbal Warning
	Theft	Problem Solving Slip
	Vulgar or Lewd Conduct	Other

<p>Level 2</p>	<p><u>Behavior</u></p> <p>Aggressive Behavior Extortion Harassment/Intimidation/Bullying Threats (Verbal and/or Physical)</p> <p>or</p> <p>Repeat of same offense in which student received a Problem Solver</p>	<p><u>Consequence</u> <i>(Responsibility of the Solution Room Staff Member and/or Dean of Students)</i></p> <p>Incident Report with assigned consequences, such as:</p> <p>Alternative Recess Behavior Contract Conference with Parent(s) Student Target Group Other Consequences Listed in Level 1</p> <p><i>(need for additional consequences is based on the seriousness of the behavior)</i></p>
<p>Level 3</p>	<p><u>Behavior</u></p> <p>Multiple Infractions</p> <p>or</p> <p>Repeat of same offense in which student received an Incident Slip</p>	<p><u>Consequences</u> <i>(Responsibility of the Solution Room Staff Member)</i></p> <p>Phone call home to parents Completion of a packet focusing on appropriate behavior (packet worked on during all recesses until completed)</p>
<p>Level 4</p>	<p><u>Behavior</u></p> <p>Alcohol/Chemical Substances Assault/Battery Fighting Use/Possession of Tobacco Products Weapons, Dangerous Instruments and Explosives</p> <p>or</p> <p>Repeat of Level 3 Behavior</p>	<p><u>Consequences</u> <i>(Responsibility of Dean of Students or Principal)</i></p> <p>In-School Suspension Out-of-School Suspension Long-Term Suspension Expulsion</p>

INCIDENT SLIP

If an incident report (see copy on page 43) is written, the student will process the incident with the Solution Room staff and discuss a more appropriate behavior for the future. A call to the parent will occur. The student should return the signed incident report on the next school day or lose recesses until it is returned. **Repeat of a similar infraction in Level 2 will move to a Level 3 offense.**

ELEMENTARY SCHOOL SANCTION RANGE CHART

NOTE: A shaded box indicates a continuum of possible sanctions for certain misbehaviors. A less severe form of misbehavior would warrant a less severe sanction while more severe forms warrant more severe sanctions.

Misconduct	School Service	Loss of Recess / Detention	In School Suspension	Short Term Suspension (1-5 days)	Long Term Suspension (6+ days)	Emergency Expulsion	Expulsion
Aggressive Behavior							
Alcohol/Chemical Substances (dependant on age, intent & severity of offense)							
Alteration of Records							
Arson							
Assault/Battery							
Attendance/Truancy/Tardiness ²							
Cheating							
Damage or destruction of property	& Restitution	& Restitution	& Restitution	& Restitution	& Restitution	& Restitution	& Restitution
Defiance of School Authority							
Disruptive Conduct							
Dress Code Violation							
Electronic Listening Devices		Removal of item	Removal of item				
Extortion							
False Accusations							
False Alarm							
Fighting							
Forgery/Falsification							
Gang Behavior							
Harassment/Intimidation/ Bullying							
Inappropriate Language							
Lying to Authorities							

2) Truancy Petition will be filed with the Juvenile Court System (through the Tahoma Truancy Board). Dependant upon individual circumstances based on intent/age.

Misconduct	School Service	Loss of Recess / Detention	In School Suspension	Short Term Suspension (1-5 days)	Long Term Suspension (6+ days)	Emergency Expulsion	Expulsion
Multiple Infractions							
Reckless Physical Behavior							
Theft							
Threats							
Trespassing							
Use/Possession of Tobacco Products							
Unauthorized Computer Use (Level 1 or Level 2) ¹		Removal of Network Account	Loss of Computer				
Vulgar or Lewd Conduct							
Weapons, Dangerous Instruments & Explosives							

- Law Enforcement Officials will be notified in all cases of possession and/or use of weapons, fire arms, or explosive devices. (See Policy & Procedure 3240)
 - Repetition of offenses would move up the sanction chart dependent upon WAC and/or Tahoma School District Policy.
- 1) Board Policy & Procedure 2022 will be followed.

EXCEPTIONAL MISCONDUCT

Exceptional misconduct means misconduct to 1) be of such frequent occurrence, notwithstanding past attempts of district personnel to control such misconduct through the use of other forms of corrective actions and/or punishment, as to warrant an immediate resort to short-term suspension, and/or 2) be so serious in nature and/or so serious in terms of the disruptive effect upon the operation of the school as to warrant an immediate resort to short-term suspension.

Exceptional Misconduct	School Service	Loss of Recess / Detention	In School Suspension	Short Term Suspension (1-5 days)	Long Term Suspension (6+ days)	Emergency Expulsion	Expulsion
Arson, assault/battery, extortion, theft, gambling, threats							
Possession, use or sale of drugs or alcohol, explosives, weapons and dangerous weapons							

ELEMENTARY STUDENT RULES DEFINITIONS

The following definitions correspond with the Elementary School Sanction Range Chart. The shaded areas in the Elementary School Sanction Range Chart indicate a continuum of possible sanctions for certain misbehaviors. A less severe form of misbehavior would warrant a less severe sanction while more severe forms warrant more severe sanctions. District officials have the discretion to depart from the sanction chart in cases involving extenuating or exceptional circumstances.

Aggressive Behavior

Behavior towards another person that is meant to instigate a fight or cause a negative response will not be allowed.

Alcohol and Chemical Substances

A student shall not possess, use, transmit, be under the influence of, or show evidence of having used any alcoholic beverage or other intoxicant. Students may not be in possession of drug paraphernalia. Any illegal chemical substance, narcotic, hallucinogenic drug, or medicine prescribed to another student is not permitted. No counterfeit drug is permitted. Use of inhalants (huffing) is not permitted. Students may not possess over the counter (OTC) drugs or medicines prescribed for them. In addition, a student may not knowingly remain in any area where there is alcohol or drug activity taking place.

Alteration of Records

A student who falsifies, alters, or destroys school records or any communication between home and school shall be subject to corrective action.

Arson

Setting fire to a building or property is prohibited.

Assault/Battery

A student shall not use force or violence upon another person, including the use of an object or instrument for the purpose of inflicting injury.

Attendance/Truancy/Tardiness

A student absent or tardy from classes without an approved excuse shall be subject to corrective action or punishment. Leaving class without the permission of the teacher is also considered truancy.

Cheating

Any student who knowingly submits work of others represented as his/her own shall be considered to have cheated. A student who knowingly allows his/her work to be copied shall also be subject to corrective action.

Damage or Destruction of Property

A student shall not intentionally or negligently damage nor deface school or private property in any way. Students and parents shall be liable to the school district for all damage to school district property, and disciplinary consequences may be assigned.

Defiance of School Authority

A student shall comply with all lawful and reasonable instructions of any District employee.

Disruptive Conduct

A student may not engage in any conduct that causes the substantial and material disruption of any lawful mission, process, or function of the school.

Dress Code Violation

Students are expected to adhere to the Tahoma School District Dress Code – Policy and Procedure 3224.

Electronic Listening Devices

Radios, Walkmans, CD players, etc, and headphones must remain off and concealed and are not allowed on campus during the school day.

Extortion

A student shall not take another person's money or property by coercive behavior, such as the use of threats or physical violence.

False Accusations

A student shall not knowingly allege untrue wrong-doing or make defamatory statements regarding other persons.

False Alarm

A student shall not intentionally trip a fire alarm or other alarm system when there is not an actual emergency.

Fighting

A student shall not engage in mutual combat in which both parties have contributed to the situation by verbal or physical action. Both combatants involved in a fight may be subject to corrective action or punishment.

Forgery/Falsification

The act of fraudulently using (in writing or orally) the name of another person or falsifying times, dates, grades, addresses, or other data is prohibited.

Gang Behavior

A student shall not exhibit behavior or gestures or gang membership as set forth in Board Policy 3244.

Harassment, Intimidation and Bullying

The district is committed to a safe and civil educational environment for all students free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" is defined as any intentional written, verbal, or physical act, including but not limited to one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability) or other distinguishing characteristics, when the intentional written, verbal or physical act; a) physically harms a student or damages the student's property; or b) has the effect of substantially interfering with a student's education; or c) is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or d) has the effect of substantially disrupting the orderly operation of the school.

A student who believes that he/she, or another student, is being subjected to harassment, intimidation, or bullying (whether by another student, district staff member, parent or volunteer) may use the guidelines outlined in Policy and Procedure 3207 – Prohibition of Harassment, Intimidation and Bullying, to report and resolve the concern. A copy of this Policy and Procedure is available by contacting the main office.

Inappropriate Language

Vulgar, obscene, and profane language, whether spoken, in writing, or in gesture, is prohibited.

Lying to Authorities

Students shall not deliberately misrepresent or omit any relevant fact when answering the questions of or conversing with school personnel.

Multiple Infractions

Violating more than one school rule or violating the same rule(s) on separate occasions may result in significant consequences, up to and including expulsion.

Reckless Physical Behavior

Any aggressive or reckless behavior, including “horseplay”, which jeopardizes the health, safety, or welfare of students and/or staff, is prohibited.

Theft

Theft is defined as the unauthorized carrying away of the personal goods or property of another person or the school district. Students and parents shall be liable to the school district for the failure to return school property loaned to a student.

Threats

Students shall not threaten to use force or violence upon any school staff, student or property. All threats will be taken seriously.

Tobacco

A student shall not possess, use, transmit, or show evidence of having used a tobacco product of any kind, or any item purported to be such. A student shall not knowingly remain in any area where such an activity is taking place. Possession of matches/lighters is also not permitted.

Trespassing

Being present in an unauthorized place or refusing to leave when asked to by a uniformed official (police, fire, etc) or a school district employee.

Unauthorized Computer Use

School board policy (Policy & Procedure 2022) states that computers are for educational purposes only and must be in support of education, research or school approved co-curricular activities. The use of computers and systems must be in conformity with all laws and school policy and commercial solicitation is not allowed. Software and hardware shall not be destroyed, modified or abused. Unauthorized access or attempts to access any computer hard drive or computer system is prohibited.

Vulgar or Lewd Conduct

Any lewd, indecent or obscene act or expression is prohibited, including those remarks with racist or sexist overtones.

Weapons, Dangerous Instruments and Explosives

A student shall not possess or transmit any object that can reasonably be considered a firearm, knife, air gun, dangerous weapon/ammunition or facsimile thereof. A student shall also not possess, use or threaten to use anything tending or serving to explode with force and violence, such as firecrackers, bullets or pipe bombs. State law provides that possession of a dangerous weapon is grounds for expulsion. State and federal law requires that students in possession of a firearm on school grounds be expelled without the opportunity to apply for re-admission for at least one calendar year. Exceptions to this mandatory penalty may be made on a case-by-case basis by the Superintendent.

HARASSMENT, INTIMIDATION, AND BULLYING

PROHIBITION OF HARASSMENT, INTIMIDATION, AND BULLYING (Policy 3207)

The Tahoma School District No. 409 is committed to a safe and civil educational environment for all students, employees, volunteers and patrons, that is free from harassment, intimidation or bullying. "Harassment, intimidation or bullying" means any intentional written message or image, including those that are electronically transmitted, verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation, including gender expression or identity, or mental or physical disability, or other distinguishing characteristics, when an 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.

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation or bullying.

"Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Note: Students may also be guilty of harassment, intimidation or bullying if they actively engage, promote, propagate and / or support HIB.

BEHAVIORS/EXPRESSIONS

- Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats or other written, oral, physical or electronically transmitted messages or images.
- This policy is not intended to prohibit expression of religious, philosophical, or political views provided that the expression does not substantially disrupt the educational environment. Many behaviors that do not rise to the level of harassment, intimidation or bullying may still be prohibited by other district policies or building, classroom, or program rules.

COMPLAINT PROCESS

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member. In lieu of using the official reporting form, any signed narrative description of the incident(s) of concern shall be considered a valid incident report.

STRATEGIES TO COPE WITH BULLYING

"THE BIG TEN"

AVOID THE AREA

Stay away from where this person is and play someplace safe. There are many options at recess that you can choose, and the playground is huge to be able to play in another fun area.

BE ASSERTIVE

Give an I-message, look at the person, stand tall, and use a low voice. You might say something like, "I don't like it when you trip me every time I walk pass your desk. Stop it now."

FIND A FRIEND

Be with a group or find someone to talk to. Hang out with a friend or a group of friends. People usually won't do or say something mean with a bunch of students hanging around you.

GET BUSY

Find another activity, like a sport. There are many options that you can choose during recess. If you are really into an activity and not paying attention to the person, they can't bother you.

GET HELP

Go to an adult and ask for help. Tell the adult the name of the person and what bullying behavior they keep doing.

INCLUDE OTHERS

Ask the person to join you. Sometimes a person doesn't know what to do to join or how to ask you to hang out with them.

MAKE A PLAN

Think about a good strategy and use it. Tell yourself and/or a friend your plan. Talk to an adult about it.

OWN IT

Say, "So" or "I already know that."

USE SELF TALK

Think of something good about yourself. You might say something to yourself like, "I know I am a smart person. I just received a 90% on my last paper." Or you might say to yourself, "I have friends who really care about me."

USE HUMOR

Say something funny or make a joke. For example, if someone says, "You have big feet." You can say, "But you should see me water ski!" Do not use humor as a put down.

STRATEGIES TO COPE WITH BULLYING

"CARE" & "STEPS TO RESPECT"

If you see bullying happen to another student, you should use one of the following **CARE** interventions:

CREATE A SOLUTION

Say something assertive like, "I don't like it when you _____ to my friend. Stop it now."

ADULT HELP

Find an adult and report the incident. Tell the adult exactly what you have seen and/or heard. Just give the facts.

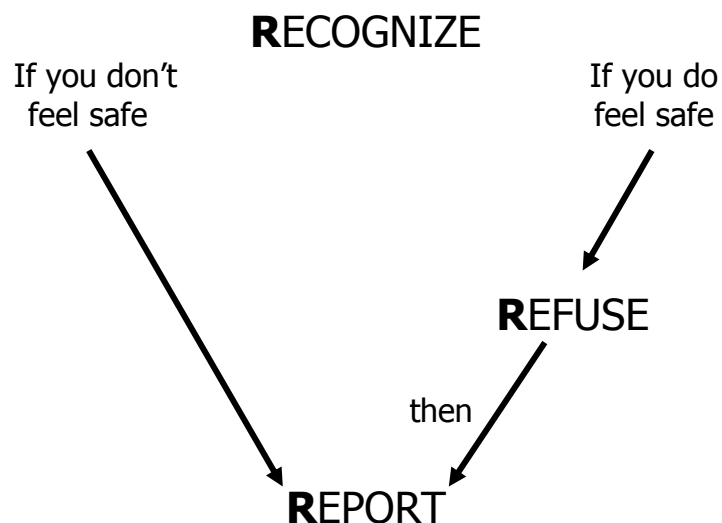
RELATE AND JOIN/RESCUE

Ask the student who is getting bullied to join your activity. You might say, "Do you want to play with us? We would really like it if you join us."

EMOTIONAL RESPONSE

Talk from your heart. Take the student aside and let the student know how you are feeling. Maybe you have been in the same kind of situation. Give the student some ideas of what they can do.

STEPS TO RESPECT: The 3 Rs of Bullying



Lake Wilderness Elementary School Incident Report

Incident Number _____

Name _____ Observer/Interviewer _____

Student's Teacher _____ Date/Time _____

Grade Level _____ Location of Incident _____

Description of Incident: _____

Type of Incident (as entered on data base): _____

From this incident, I learned that: _____

I can make this "RIGHT" by _____

When I am thinking about repeating the above behavior, I will stop and chose to: _____

[] Called parent on _____ at _____ Spoke to parent or Left message (circle one)

Student Signature

Parent Signature

Observer/Interviewer Signature

***Please help your child take care of his/her responsibility; sign and return this form to the classroom teacher the following school day.** (The student will miss recesses until signed form is returned.)

Additional Consequence(s)

1. _____

2. _____

3. _____

4. _____

BUS AND BIKE/WALKING PASSES

Complete one of these forms if your child will get off the bus at a stop other than his/her regular stop. Your child will give this form to his/her teacher in the morning in order for the office personnel to process this.

BIKE/WALKING PASSES

Complete the following form if you are giving your son/daughter permission to bike or walk to and from school. Send this with your child so he/she may turn the permission slip into the office.

_____ has my permission to bike and/or walk to and from school. This will occur on a daily basis throughout the school year unless I notify office personnel.

Parent/Guardian Signature _____

Date _____

LWES P.T.S.A.

On behalf of the Lake Wilderness PTSA, I would like to welcome you to our school. PTSA involves volunteers whose main purpose is to advocate for children. We have many ways and programs for people to volunteer their time and energy. We value and appreciate any amount of participation you can share. Please email me if you would like to volunteer for a committee. Below you will see the variety of activities that we promote and facilitate at LWES. Please join us in building a strong learning environment for all students at LWES.

PTSA President

FUNDRAISERS

- Scholastic Book Fair in the fall and spring
- Student fundraisers throughout the school year (e.g., Cookie Dough)
- Spirit Wear – clothing with the LWES logo
- Campbell's Labels and Box Tops – points are received for every label and box top
- Wildcat Cash – Parents purchase gift cards at face value to use at a variety of stores and restaurants. Teachers receive 25% of the profit to use in their classroom for student use.

ACTIVITIES

- Family Night events – Students and their families enjoy events, such as roller skating parties, school carnival, and Sock Hop.
- Missoula Children's Theatre - Two professional MCT Tour Actor/Directors audition and cast 50-60 students in a full-length original musical production in one week's time with a performance at the end of the week.
- Art Docent program with Art Walk – Students learn about an artist, print, and art concept once a month.
- Popcorn Fridays – Students purchase popcorn which is available weekly at 25 cents for grades 1-5 and 10 cents for kindergartners.
- Reflections Program – Students compete through original works of art in six categories and the entries are displayed at the Maple Valley Library.
- PRRR Reading Program – Students read for 20 minutes for 20 days each month at home and receive prizes and a special activity at the end of the year.

MEMBERSHIP

- Annual fee of \$10.00 for an individual or \$18.00 for a couple to join PTSA.
- Will receive discount coupons for school events, such as \$5.00 coupon to be used at the LWES Book Fairs.

For more detailed information, please see the PTSA website.

STUDENT/PARENT HANDBOOK RETURN SLIP

It is a state requirement to have every student and parent review this handbook. Please initial and sign this return slip for each child, and return it to the student's teacher to keep on file. Two slips are printed here for your convenience.

Student Name:

	Student Initials	Parent Initials
I have read and discussed the LWES Wildcat Code (pp. 7-8).		
I have read and discussed the General Information, especially the attendance policy (pp. 15-23).		
I have read and discussed the Student Expectations (pp. 26-31).		
I have read and discussed the Behavior Management Plan Components (pp. 32-34).		
I have read and discussed Harassment, Intimidation, and Bullying (p. 40).		

Student Signature

Date

Parent Signature

Date

Please return this slip to each child's teacher.

Student Name:

	Student Initials	Parent Initials
I have read and discussed the LWES Wildcat Code (pp. 7-8).		
I have read and discussed the General Information, especially the attendance policy (pp. 15-23).		
I have read and discussed the Student Expectations (pp. 26-31).		
I have read and discussed the Behavior Management Plan Components (pp. 32-34).		
I have read and discussed Harassment, Intimidation, and Bullying (p. 40).		

Student Signature

Date

Parent Signature

Date

Please return this slip to each child's teacher.