



**Robert Frost Elementary School
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Kirkland, WA 98034
Phone (425) 936-2560
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**Student/Parent Handbook
2019-2020**

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**Visit us on our website ~ <http://frost.lwsd.org/>
Visit our district's website ~ www.lwsd.org**

Welcome to Robert Frost Elementary!

Dear Students and Parents,

We look forward to working collaboratively with you to help achieve your child's potential . . . academically, socially, emotionally and physically.

At Robert Frost we believe that a positive partnership between school and home is important for student success. We hope parents and guardians will actively participate in our school through PTSA, volunteering, sharing talents and interests, and attending school activities. The involvement and donation of time and talent of our families greatly strengthens the educational climate at Robert Frost.

We are excited and looking forward to working with the staff, parents, guardians, students and community at Robert Frost Elementary during the 2019-2020 school year! Together we can make this a wonderful and challenging place for your child's education.

We hope you will find this student handbook to be helpful. It contains information about our school, its general procedures and policies. Please contact us at school if you have any questions or concerns.

The Frost Staff

Robert Frost Elementary School Mission Statement

At Robert Frost Elementary, our mission is to provide a safe, supportive and inclusive environment where every student can learn and achieve to their highest potential, develop key life skills, and apply core values of respect, perseverance, and tolerance.

Vision Statement

At Robert Frost, students, staff, parents and community work together to develop high-achieving, confident, life-long learners.

About Robert Frost Elementary School

Robert Frost Elementary School opened in January, 1969, and was the first "Open Concept" school in the Lake Washington School District. Four large classroom "pods" each had four teaching stations. Groups of students could be combined for team teaching and students rotated through several teachers for different subjects. In 1977 a fire destroyed half the classrooms and the gym. During reconstruction the classrooms were enclosed with fixed walls and movable partitions. In addition to the main building, a new classroom wing was completed in the summer of 1992. This building had six classrooms, offices for the school counselor and psychologist, work rooms, a conference room, and store rooms.

Our brand new building opened in August 2009. We are now beginning our tenth year in our new building. It is truly a beautiful school, fitting in with its Pacific Northwest setting and displaying many of Robert Frost's poetic themes. The building features grade level classrooms clustered around a shared learning space, providing flexibility in learning environments. We have an outdoor classroom and small group rooms to provide even more settings where our students can learn.

Our school colors are red and white, and the school mascot is a Roadrunner.

Robert Frost Elementary Staff Roster – 2019-2020

Principal: Toby Brenner tbrenner@lwsd.org

Associate Principal: Ric Baileykaze rbaileykaze@lwsd.org

Office Manager: Liz Kauhane ekauhane@lwsd.org

Student Secretary: Nancy Miller nmiller@lwsd.org

Health Room Secretary: Heather Clarke
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Lead Custodian: Jong Chung jochung@lwsd.org

Night Custodian: Yoe Lee ylee@lwsd.org

Para Educators

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Yuliana Torres ytorres@lwsd.org

Lorrie Uribe luribe@lwsd.org

Instructional Assistants

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Robin Lyle rolyle@lwsd.org

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Heather McKenzie hcmckenzie@lwsd.org

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Academic Support

EL: Tony Serra aserraaleman@lwsd.org

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Safety Net

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Annie Sanchez annesanchez@lwsd.org

Monique Thackray mthackray@lwsd.org

Title 1 Facilitator

Andrea Peoples apeoples@lwsd.org

Psychologist: Kaitlin Hudson khudson@lwsd.org

Counselor: Brynn Nielsen bnielsen@lwsd.org

Nurse: Megan Dejarnett mdejarnett@lwsd.org

Family Engagement and Outreach: Catherine Cruz
catcruz@lwsd.org

Specialists

Library: Gretchen Oates goates@lwsd.org

Music: Janet Moreno jamoreno@lwsd.org

P.E.: Shelby Wiegand swiegand@lwsd.org

Kindergarten

Jeffrey Erickson jerickson@lwsd.org

Cathy Neir cneir@lwsd.org

Sarah Poulin spoulin@lwsd.org

Tracy Plank tplank@lwsd.org

First Grade

Amy Marlar amarlar@lwsd.org

Mia Orloff mifischer@lwsd.org

Judy Simonson jsimonson@lwsd.org

Jeanne Thomas jethomas@lwsd.org

Second Grade

Thuy Nguyen thnguyen@lwsd.org

Kylee Ray kray@lwsd.org

Shawnee Snyder shsnyder@lwsd.org

Third Grade

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Nichole Klocksien nklocksien@lwsd.org

Kelly Peart kpeart@lwsd.org

Stacey Peterson speterson@lwsd.org

Fourth Grade

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Dan Mason dmason@lwsd.org

Tiffany Poppe tpoppe@lwsd.org

Fifth Grade

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Rachael Hogan rhogan@lwsd.org

Katy Snyder ksnyder@lwsd.org

Special Education:

Primary Learning Center: Elva Kells
elkells@lwsd.org

Intermediate Learning Center: Joyce Ellis
joellis@lwsd.org

Resource Room: Kaila Eason
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Erica Erickson eerickson@lwsd.org

Speech/Language Pathologist: Carrie Snyder
csnyder@lwsd.org

Occupational Therapist: Julie Grant
jugrant@lwsd.org

Physical Therapist: Janelle Pinski
jpinski@lwsd.org



Robert Frost PTSA

Robert Frost Elementary is fortunate to have a very active PTSA. Our PTSA sponsors and/or volunteers to help our students and staff with:

Field Trips	Classroom materials
Cultural enrichment	Vision and hearing screening
Classroom volunteers	Fund-raising events
Emergency preparedness	Special assemblies
Young Author activities	. . . and so much more!

With the help of all our parents, the list goes on and on. If you can help in any way, please volunteer. Your help will be greatly appreciated!

PTSA sends announcements and newsletters home with your students. Watch for these. They will keep you informed as to how to become a member of PTSA, how to volunteer your time, and how to help with funding of PTSA activities. By working together, we can all see that our children have a wonderful school experience this year.

Robert Frost PTSA



Daily Schedule Monday, Tuesday & Thursday, Friday		Daily Schedule Wednesday	
8:50	Student breakfast begins	8:50	Student breakfast begins
9:15	First bell rings-building open	9:15	First bell rings-building open
9:20	Tardy bell-class begins	9:20	Tardy bell-class begins
10:35-10:45	K-2 recess	10:35-10:45	K-2 recess
10:45-10:55	3-5 recess	10:45-10:55	3-5 recess
11:45-12:10	K-1 lunch	11:45-12:10	K-1 lunch
12:10-12:40	K-1 lunch recess	12:10-12:40	K-1 lunch recess
12:15-12:40	2-3 lunch	12:15-12:40	2-3 lunch
12:40-1:10	2-3 lunch recess	12:40-1:10	2-3 lunch recess
12:45-1:10	4-5 lunch	12:45-1:10	4-5 lunch
1:10-1:40	4-5 lunch recess	1:10-1:40	4-5 lunch recess
2:30-2:40	K-2 recess	2:20	School dismissal
2:40-2:50	3-5 recess		
3:50	School dismissal		

Arrival at School

Only students buying breakfast may arrive at 8:50 a.m., and they must be in the Lunch Room. Adult playground supervision begins at 9:05 a.m., *and students may not be on the playground before this time.* Students should stay on the black top area before school. When the 9:15 a.m. bell rings, students may enter the building. All students should be in their classroom at 9:20 a.m.

Vacation Homework Policy

Family vacations are special times, but 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 happens in the classroom by only making up written 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.

BECCA Bill

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.

*** Bell Schedule * School Arrival * Vacation Homework Policy * BECCA Law**

OUR EXPECTATIONS OF PARENTS

SCHOOL IS A VERY IMPORTANT PART OF YOUR CHILD'S LIFE

- Learning is a risk taking activity. A child has to first admit to not knowing before learning takes place. A focus by parents on TRYING is more productive than a focus on achieving high grades.
- Be positive and supportive at home. Elementary school years are a time of “conscious incompetence”.
- Maintaining a resilient attitude on the part of students takes parent support.
- Come to school functions whenever possible. You are your child’s most significant role model. If school is important to you, chances are it will be important to your child.
- Try to schedule doctor appointments, vacations, after school activities so they do not impact the school day.
- Pulling children out of class not only disrupts your child’s learning but the learning of their classmates as well.

MAINTAIN OPEN COMMUNICATION WITH YOUR CHILD'S SCHOOL

- Visit school early in the year. Get to know your child’s teacher. Maintain an open dialog.
- Attend Parent/Teacher conferences. Prepare for them by jotting down specific questions. The dialog with the teacher is much more important than marks on a report card; make the time count.
- Parent follow through is very critical. If you and the teacher agree on a strategy, it is critical to do your part, or let the teacher know if you decide not to follow through. In other words, don’t agree to plans you don't intend to follow.
- Communicate, Communicate, Communicate.

PROVIDE YOUR CHILD WITH HIS/HER BEST OPPORTUNITY TO LEARN

- Send your child to school on time, appropriately dressed, clean and well rested. A pattern of tardiness is a problem for some families. We regard tardiness as an adult problem. Keep in mind that entering the classroom late is potentially embarrassing to your child and disruptive to the whole class.
- Provide a good breakfast and lunch. Keep school supplies ready and available. Please check them at least weekly, to see if any supplies need replenishing.
- Set aside a time to review your child’s schoolwork, notebook or folder, homework and school notices.
- Check with your child’s teacher for the curriculum for their grade level.

Frost Offers a Variety of Programs to Support Student Success:

- Safety Net—A program to help students having difficulty with basic skills. Works closely with the classroom teacher to provide help with building skills while supporting students in being successful with daily assignments.
- Special Education—Help for students who meet state criteria for students with disabilities.
- Counseling—Our counselor works with individuals, small groups and classrooms. The services include friendship building, coping with divorce and other crisis situations, helping classroom teachers to structure class meetings and working on the building guidance team. The counselor is also available to work with parents. This service cannot take the place of intensive one on one counseling.

Expectations of Parents * Support for Student Success

Robert Frost School Wide Behavior Expectations

Robert Frost practices PBIS (Positive Behavior Intervention and Supports) schoolwide. PBIS is a system designed to increase academic performance, improve safety, decrease problem behaviors, and establish a positive school culture.

In short, the goal of PBIS at Robert Frost is to positively and proactively teach students how to interact with each other and with adults in and out of the classroom, during library, on the playground, at the lunchroom, and in all areas of the school *before* negative interactions occur.

We practice three school wide expectations at Frost Elementary:

<i>Be Kind</i>	<i>Be Safe</i>	<i>Be Respectful</i>
<ul style="list-style-type: none"> • Help each other • Be polite • Say nice things to others • Be friendly 	<ul style="list-style-type: none"> • Be careful • Look out for others • Keep your hands and feet to yourself • Don't hurt others 	<ul style="list-style-type: none"> • Follow Directions • Be a good listener • Take turns • Say sorry and make amends for mistakes

These expectations are also taught in common areas:

Common Areas:	Be Kind	Be Safe	Be Respectful
Lunchroom	<ul style="list-style-type: none"> • Take only what you need • Help others • Use indoor voices 	<ul style="list-style-type: none"> • Always walk • Have a calm body • Keep hands and feet to yourself • Be safe with your food • Get permission from adult before leaving 	<ul style="list-style-type: none"> • Wait your turn in line • Focus on lunch • Touch your food only • Stay in your seat • Clean up after yourself, report spills • Be a good listener, raise your hand for help • Follow directions from adults
Playground	<ul style="list-style-type: none"> • Include others • Use kind words • Play fair • Use Kelso's Choices 	<ul style="list-style-type: none"> • Play safely and carefully • Only throw playground balls • Get permission from adult before going inside • Stay where adults can see you 	<ul style="list-style-type: none"> • Follow expectations • Put away balls and equipment after recess • Play on the playground side of the yellow line • Stop and listen when you name is called • Follow directions from adults
Restrooms	<ul style="list-style-type: none"> • Be aware of others needing to use the restroom: go, flush, wash, leave 	<ul style="list-style-type: none"> • Wait your turn • Remember your purpose and leave when you're finished • Leave stalls unlocked when finished 	<ul style="list-style-type: none"> • Put towels in trash, not floor • Use quiet voice • Respect others' privacy
Hallways & Stairways	<ul style="list-style-type: none"> • Use indoor voices • Be careful around smaller kids • Hold the door for the person behind you • Use your manners 	<ul style="list-style-type: none"> • Always walk • Use correct door and lane • Use stairs one step at a time • Walk on feet, not knees • Leave fire/safety equipment alone • Stay in line • Keep hands and feet to self • No wandering the halls 	<ul style="list-style-type: none"> • Be quiet when passing other classrooms • Leave art and wall displays alone • Stop and listen when you are called • Follow directions from adults • Be on time

In addition to the areas outlined above, there are expectations in other areas and at other times as well:

Responsible Before and After School Behavior

Goal: Students will arrive and depart school in a safe and orderly manner.

1. Go directly to the blacktop when arriving at school.
2. When the 9:15 a.m. bell rings, line up right away and wait for your teacher.
3. At the end of the day, depart quietly by 4:00 p.m.
4. If your parents pick you up, meet them on the blacktop or parent pick up loop.
5. If you take a day care van or need to meet your day care, meet at the van pick up area.
6. You must have a pass to enter the building before school.

Responsible Recess Behavior (Including Indoor)

Goal: Students will play quietly inside during rainy recesses.

1. When recess is in the classroom, you may do teacher-designated activities with appropriate noise level.
2. You must get permission from an adult and use a pass to leave the classroom or use the restroom.
3. If you have a pass to go to the library, go directly to that location using responsible hallway behavior. When recess is over, return in the same manner.
4. Clean up your things at the end of recess.
5. Leave rocks, bark, sticks, pinecones or anything else that belongs on the ground, on the ground.
6. Throw only playground balls and stay on the playground and out of bushes, trees, driveways, or conservation areas.
7. Take turns on playground equipment. No tag on the structures.
8. No gum, food, or electronic games/devices on the playground.
9. When a student is injured, report it immediately to an adult. Do not touch or try to move an injured student.
10. When the bell rings, stop what you are doing, hold playground equipment and walk to the building.
11. Only bring equipment from home similar to building-issued equipment. Put your name on personal equipment.
12. If an adult asks to speak with you, stop and talk with that person.
13. No tackle football. No games where objects, including balls, are targeted at a person, including Dodgeball.
14. Playshed rules
 - rubber balls and basketballs only
 - no wall ball inside or outside the playshed
 - balls can be bounced only against the playshed walls, not the school
 - no soccer or kicking games in playshed
 - no kicking or throwing any balls over playshed roof
 - no foursquare in playshed
 - no tag in playshed

Responsible Bus Line and Day Care Van Line Behavior

Goal: Students will behave in a safe manner while waiting for the bus or day care van and follow the directions of the adults and patrol students.

1. Go directly to the bus line or to your line in the day care waiting area.
2. Stand in your bus line or day care line.
3. Keep your hands, feet and objects to yourself.
4. Leave rocks, sticks, bark and pinecones on the ground.
5. Follow the directions of the adults and safety patrol students.
6. Walkers will leave the school grounds immediately after school.

Dress Code

Clothing for Students: Students may express individuality in their dress or appearance as long as their appearance does not cause or have the potential to cause a disruption to the educational process for themselves, other students, or staff. The following guidelines are designed to promote a positive, safe, healthy learning environment:

- Shoes should be appropriate for running, climbing, and playing on recess equipment, stairs, outdoor terrain, and participating in P.E.
- Clothing covers underwear and torso (stomach and back).
- Clothing does not promote alcohol, tobacco, drugs, sexist/racist themes, profanity, violence, illegal/dangerous weapons, sexual connotations or gangs.
- Students play outside at recess. Dress for the weather.

If a student is dressed inappropriately, staff will follow the outlined referral process in a discrete and respectful manner that limits the impact on student learning time and keeps student dignity intact. For incidents involving the length of shorts, skirts and dresses, parents will be contacted and appropriate clothing will be given to the student if necessary. For other isolated incidents, the referral process includes a verbal reminder of dress guidelines and appropriate clothing will be given to the student. For repeated or severe incidents, administration/counseling staff will offer support by problem solving dress guideline obstacles with student, as well as giving other appropriate clothing or contacting parents to provide other appropriate clothing.

Robert Frost Homework Policy

Homework Guidelines:

- **Homework can be an important extension of classroom learning.** Homework will be assigned to students to help them practice and review skills taught in class, as enrichment and extra credit, or for students to finish work not completed in class or missed due to student absence.
- **Completing homework is the responsibility of the student.** In grades K-2, if there is homework, it will be in the child's take-home folder. In grades 3 through 5, daily homework assignments will be recorded in the Student Agenda. Assignments will cover only material which has been previously taught so students will have the skills needed to complete the homework independently. Long term projects, such as reports, will also be written in the Student Agenda. Teachers will assign these projects weeks in advance of the due date.
- **We highly recommend that students and their families read together every night.** If there is no assigned reading, students may read a book of their choice, a magazine or newspaper.
- **If students do not have a daily homework assignment, they can still spend that time learning!** The suggested homework time should be spent practicing spelling words, practicing math facts or researching topics of interest with books or the computer.

Parental Support:

Parental support and encouragement is very important as students learn organizational and study skills. Parents can help students by:

- **Providing adequate time and an appropriate place for homework.** Parents should check to be sure that students are doing the homework and that it is complete.
- **Checking the assignment calendar in the student's agenda or take-home folder each day.** Due dates for long term assignments and projects will be recorded on the assignment calendar. Parents can help students budget and plan their time to complete long term assignments.
- **Maintaining good communication.** Teachers will communicate homework expectations to students and parents. Parents will in turn communicate to the student that doing some homework every night is an expectation of the home as well as the school. Parents are encouraged to communicate with the teacher about homework assignments and to ask any necessary clarifying questions.

The time a student needs to complete homework will vary depending on the student's grade level and individual study skills. The following are general time guidelines for each grade:

Grade	Reading	All other homework
K	15 minutes/4 nights a week	15-30 minutes M, T,W,TH (includes reading time)
1	15 minutes/4 nights a week	15-30 minutes M, T,W,TH (includes reading time)
2	15 minutes/4 nights a week	15-30 minutes M, T,W,TH (includes reading time)
3	15-25 minutes/4 nights a week	30-45 minutes M, T,W,TH (includes reading time)
4	30 minutes/4 nights a week	45-60 minutes (in ADDITION to reading time)
5	150 minutes/week	45-60 minutes (in ADDITION to reading time)

Each teacher's homework expectations will be covered in detail at our Curriculum Night in September!

Homework Policy

Please note: If your child is not able to complete homework within these time guidelines, please contact the teacher so that an individual study plan can be worked out for your child. We want children to be successful in school and feel confident that they can handle school assignments. We can help children organize projects, adjust assignments for special needs, or develop study plans if a child is having difficulty with homework assignments. Please call your child's teacher so we can work together.

Make-Up Opportunities

Students who have missed classroom work and perhaps homework assignments due to excused absences of the usual type should complete make-up work shortly after they return to class. All students are expected to make-up all missed instruction, as determined by the teacher. Make-up work is done at the direction of the teacher, and takes precedence over other activities in which the student may be involved, including recess. Parental support for make-up work is essential.



Homework Policy

Frost's Learning Environment and Behavior Plan

At Robert Frost Elementary, our goal is to provide a learning environment in which each child develops a positive self-concept and productive relationships with others. At Robert Frost, we show our Roadrunner Pride! We encourage students, staff and community to work together to promote our common Roadrunner Pride expectations:

Be Kind

Be Safe

Be Respectful

Kindness, safety and respect for others are the foundations of a positive school environment. We believe that all children can learn and practice behaviors which promote kindness, safety and respect for others. Staff will teach these behaviors and encourage students to practice them. We will teach children conflict resolution skills, anger management skills and other social skills which will help them develop positive relationships with peers. Students will be reinforced and reminded as needed.

If a student chooses not to act responsibly or acts in a way which infringes on the rights of others, then disciplinary action will be taken as a consequence. Disciplinary action will be appropriate to the severity of the offense, which may mean beginning with a high level of discipline action. In the case of physical violence or threats of violence against oneself or others, the child will be immediately removed and parents contacted with the intention of suspending the child for one or more days.

First Level Discipline Action (Verbal Warning)

The staff member will inform the student of the inappropriate behavior and help the student identify the responsible, appropriate behavior the student will use in the future. The student will be reminded that a second infraction will mean a specific consequence, i.e. time out, loss of recess or loss of a privilege.

Second Level Disciplinary Action (Removal)

The staff member will inform the student of the inappropriate behavior. The student will be removed from the area where the inappropriate behavior is taking place, i.e. five minute time out on playground or removal to a time out area in the classroom.

Third Level Disciplinary Action (Loss of Privileges)

The student will be directed by a staff member, after a third infraction, to do the following: a) go to an agreed upon time out area in another room, or b) miss the next recess, or c) complete a problem solving form and go over it with a staff member.

Fourth Level Disciplinary Action

Fourth level disciplinary action will involve the principal or principal's designee.

- a) Disciplinary action may include: student conference with principal, in-school suspension, out of school suspension, parent conference with principal.
- b) Contact parent by phone or in person
- c) Complete a student/teacher contract with student's help
- d) Complete a referral of student to Student Intervention Team –
Psychologist, Counselor, Resource Teacher, Nurse
- e) Behavior Plan is created for student and teacher with staff/family collaboration.

Learning Environment and Behavior Plan

Explanation of Consequences—Consequences applied in third and fourth level disciplinary actions will be progressive. The first time a student receives a consequence may be less severe than the subsequent times. However, the severity of a first offense may warrant a fourth level disciplinary action.

Time outs—The first time out can occur in the classroom or on the playground in a pre-designated spot which the children are aware of. This is a place for the student to go to calm down or to think over what has happened. This is a five or ten minute time period. The second time out should occur in a space outside the classroom, usually in another agreed upon area of the teacher’s choice.

Processing Plan—Students will complete a processing sheet, which varies depending on grade, after certain infractions. This form will give the child time to think about and write about (or talk about) what he/she did that was inappropriate. It will require that the child think about how it affected others as well as self. It will ask the child to consider what he/she can do to make restitution to the parties involved. Processing plans will be sent home for signature and review at home, then the signed plan should be brought to the teacher or office.

Restitution Alternatives—Students may choose to perform restitution in order to make amends for inappropriate behavior, i.e. replace or pay for items, make up time lost, clean or repair items, etc.

Buddy Classrooms—Students who need to remain inside during recesses or spend time out of the classroom in time out may be sent to other classrooms for supervision.

School Detention—In cases where detention is appropriate, the parent will be contacted. An agreed upon date and length of time will be determined by the staff member and parent.

In School Suspension—The student will spend the day by him/herself in a designated area completing assigned schoolwork. During in school suspension, the student will not participate in any classroom activities. Recess privileges will be suspended during this time.

Out of School Suspension—The student will stay home. There may be school assignments to complete. A conference between parent, student and principal may be required before the student returns to school.

Positive Behavior Recognition—At Frost, we believe that positive reinforcement is a powerful strategy to encourage exemplary behaviors. To this end, we regularly incorporate activities which recognize students’ accomplishments.

Problem Solving Procedure—There may be occasions when parents have a problem or concern with their student’s progress or a question about some practice at Frost. In these cases, it is helpful if parents know how to get the problem resolved, the concern shared, or the question answered.

Generally it is recommended that parents discuss the problem with the staff member most closely involved. In cases of academic progress, student attitudes about school, assignments, class activities, etc., the teacher is the one to contact.

Concerns about discipline or problems students have with others, general school policies, playground rules, etc., should be directed to the teacher. The principal is the one to call if the parent cannot resolve a concern with a teacher.

Above all, it is important to contact the school whenever there is a problem. We want to assist parents and children. Difficulties can often be resolved quickly when the school is notified and made aware of the concern. Don’t hesitate to ask for assistance.



Learning Environment and Behavior Plan

Frequently Asked Questions

Bicycles: Only students aged 10 and older are allowed to ride their bike to school. Students who ride bicycles to school must have their parents complete the permission form available in the office and follow the rules outlined in the permission form. Bikes may not be brought into the building, must be parked in the bike racks, and locked with a lock provided by the student. Each rider must have their own lock. Every rider must also use an approved helmet. Bikes must be walked on and off the school grounds, and in the crosswalks.

Cell Phones and Other Electronics: We strongly recommend that students not bring electronic devices or cell phones to school. The school is not responsible for any lost, stolen or damaged electronic devices or cell phones.

If a parent wants their student to have a cell phone at school, the cell phone must be turned off and out of sight during school hours, including recesses. Students who have electronic devices or cell phones turned on or visible during banned times will have the device(s) confiscated by staff. The device(s) may be picked up by a parent or guardian. Continued infractions of this policy will result in third or fourth level discipline actions as outlined in the “Learning Environment and Behavior Plan” section of this Handbook.

Students in grades 3-5 may bring electronic reading devices to school to use for their independent reading material. To use an electronic reader at school, students must submit a completed Hold Harmless Agreement-Electronic Devices form to their teacher each school year, and adhere to the policies on this form. These forms are available in the office.

Early Dismissal: Children must be accompanied by an adult whose name appears on the student’s emergency card when leaving school prior to regular dismissal time! We will risk offending you to maintain the safety of the children. If your name is not on the emergency card, you will not be allowed to remove a child from school. We discourage early dismissals from school and request that doctor or dental appointments be made before or after school whenever possible. If an early dismissal is necessary, we require that the parent come into the office and sign their child out. The office personnel will call the student to the office for dismissal.

Illness At School: In order to protect other children, we ask that you not send your child to school with any contagious illness or infection. If a child has been running an abnormal temperature, your child should remain at home until the temperature has remained normal for 24 hours. When children become ill at school, school office personnel contacts parents. Frost has a health room where a sick child may wait for a short time until parents arrive. We are not equipped to care for sick children for an extended period of time. Please be sure the school has the correct phone numbers of your home, work or a nearby relative/friend to ensure prompt notification of your child’s illness or injury. An adult must escort students when leaving the school prior to regular dismissal.

Head Injuries: It is the policy of the school to leave a phone message and send a letter home with a child who has received a bump to the head. The letter describes symptoms to be aware of after a bump to the head. We also place a green plastic bracelet on the child to alert others in the school to the injury. The bracelet is to be cut off by the parent at home.

Immunization: With the passage of the state law (RCW 28A.31.118), the schools and communities of Washington State have a new mandate to protect the health and safety of all children. The law states, in part: The attendance of every child at every public and private school and licensed day-care center, shall be conditional upon the presentation of the child’s first day of attendance at a particular school with proof of either (1) full immunization, (2) the initiation and compliance with the schedule of immunization as required by law, or (3) a certificate of exemption.



**Bicycles * Cell Phones and Other Electronics * Early Dismissal
Illness at School * Head Injuries * Immunizations**

Library: All the students at Frost participate in a weekly library program which provides instruction in the use of our library, in research skills, and in the enjoyment of literature. Students may check out books for a period of two weeks. The responsible care of books is important. It is our policy that lost or damaged books will be paid for by the student. The library is sometimes open during recesses for students to complete schoolwork, read, or work on special projects.

Lost and Found: Clothing and other items are frequently found and returned to the Lost and Found, located in a cabinet in the office area. It is often difficult to identify the owner if items are not properly marked. Please mark your child's clothing and belongings. We discourage students from bringing large amounts of money to school. Personal items such as toys, sports equipment and electronics are also discouraged. The school cannot be responsible for lost or damaged items.

Lunch Program: Lunches may be purchased in the office at the beginning of the day or during the lunchtime. Prices for the lunch program are printed on the lunch menus available on the school district website. Frost also has a breakfast program, which begins at 8:50 a.m. Reduced rate and free lunches are available for families who qualify. Forms are sent home in first day packets and are available in the office. If children forget lunch money, students can receive an emergency lunch to be paid for later.

Medication: From time to time children may need to take prescribed medication during school hours. The district policy requires you and your physician to complete a Lake Washington School District Medication Authorization form. This form gives explicit instructions in administering the medication. All medication must be in the original container and must be brought to the office by the parent/guardian before the school day begins. Office personnel and the parent/guardian must count medication. A daily log of medication administration is documented. We will not give any medication without written permission from parent/guardian and a doctor. This also includes over-the-counter medication. Medication is administered only between the hours of 11:00 a.m. to 1:00 p.m.

Parties and Invitations: Party invitations may not be distributed at school, recesses, or before and after school. Beginning this year, teachers will not distribute birthday treats or hold individual student birthday celebrations. This decision was made in respect of differing beliefs, dietary needs, and financial considerations. This will also help to reduce impacts to classroom routines and instructional schedules. Please do not send birthday treats, flowers, or balloons to the school for your child. Some classrooms may provide alternative ways to honor student birthdays and other milestones. Please check with your child's teacher for specific classroom plans.

Personal Property: We discourage students from bringing any toys, games, electronics, etc. to school. Money and valuables should not be left unattended. If personal items are brought to school, they must be marked with the student's name. Anything brought to school for use on the playground must be the same type of equipment the school supplies for recess. For example, we do not provide hardballs for student use, so they are not allowed to bring them to school. The school is not responsible for any lost, stolen or damaged personal items.

Pets: Pets on the playground and in school are a potential hazard to children. Please make sure that necessary arrangements are made to see that your pet does not follow a child to school. Animal Control will be called if necessary as dogs are not allowed on school grounds during the hours in which school children are present. During non-student hours dogs must be leashed in accordance with King County Code 11.04.230. Pets are not allowed in the building.

Recess: Generally, all students are expected to participate in Frost's recess periods. Students well enough to return to school following an absence are able to go outside for short periods, providing they are protected by appropriate clothing. Students returning from an extensive illness or surgery, or those who are under doctor's orders, are given special consideration.

**Library * Lost and Found * Lunch Program * Medication
Parties and Invitations * Personal Property * Pets * Recess**

Report Cards: Students in grades K-5 will receive report cards twice a year, in January and June. Copies of the Student Grading Procedures may be obtained upon request. There will be a Parent/Student Goal Setting conference with the teacher in October, and a Parent/Student conference in January.

School Visitation: Parents are welcome and encouraged to visit school. Classroom visits will be planned in advance with the principal and the teacher. When possible, the teacher should have an opportunity to confer with visitors before and after the visitation. For the protection of children, all visitors are required to check in at the school office and pick up a visitor's badge. When observing, look for the following points, which are indicators of your child's success in school:

Ability to listen

Independent work habits

Success while working with others in group activities

Attitude toward suggestions or comments by the teacher

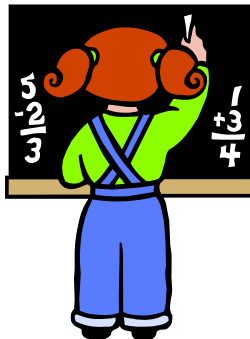
Scooters, Skateboards, Roller Blades and Roller Skates: Due to safety and liability concerns, the district does not allow scooters, skateboards, roller blades and roller skates at school; therefore, students must leave them at home.

Student Withdrawal: Notification of moving from Robert Frost School is appreciated; at least one week notice is usually sufficient. Please be sure that all library books, text books, and property are returned to school prior to your move. Also, please be sure to check if there is any lunch money owing on your child's lunch account.

Telephones: School telephones are for business use. Therefore, student access is limited to short **emergency calls only** when accompanied by a telephone pass from his/her teacher. Plans for visiting friends, early dismissal, etc., must be made by families prior to coming to school.

Transportation: Parents should drop off and pick up students in the parent pick up loop. This enables the parking lot to be used by school buses, day care vans and pedestrians only. We also ask that drivers observe the posted school zone speed limit. Robert Frost has a Safety Patrol consisting of students in 5th grade (4th graders starting after their 10th birthday). Pedestrians and drivers are expected to follow the directions of the Safety Patrol and adult crossing guards.

Vacation: At Frost, we believe family vacations are important and special. However, we ask that you consult the school calendar to plan vacations during scheduled school breaks. Student achievement and classroom attendance are positively related. *Please do not ask teachers to pre-plan individual lessons/work based on missed classroom instruction* because much of what we do is hands on, visual, auditory, and often without paper and pencil. Instead of assignments from school, we encourage family designed activities that are not just practice, but bring in new learning that is interactive with the family. Such activities can include writing a journal about the trip, reading books, doing math problems related to the vacation, or collecting brochures and maps to share with the classroom.



Report Cards * School Visits * Scooters, Skateboards, Roller Blades and Roller Skates * Student Withdrawal * Telephones * Transportation * Vacation

District Gifted Program

The Lake Washington School District offers two programs for elementary students in grades one through five, residing in the district who are determined eligible for gifted services. The full time program is designed to meet the needs of students with exceptionally high ability. Students are provided expanded, accelerated and enriched instruction beyond the level found in the regular elementary program. Students in the full time program must surpass grade level/benchmark standards. The pull out program is designed to extend and enrich the regular elementary program for students in grades one through five. Students attend their regular home school program four days a week, and one day a week is spent in the pull out classroom. Applicants to either gifted program must be residents of the district and must go through the district testing process for selection.

Curriculum and Assessment Framework

The Curriculum and Assessment Framework information is available at the District's website. From the home page, click on the Parents tab, then click on Teaching and Curriculum. The Curriculum and Assessment Framework defines curriculum as the work and learning of students. It involves instructional planning on the part of the teacher, the use of effective instructional strategies with students, and ongoing assessment of student learning. Curriculum provides students, teachers and parents with clear goals and targets for achievement. Out of this grows the work of teachers: instructional planning and delivery, and assessment practices that will support students in their development and learning.

Planning for Student Success begins with a focus on student-centered classrooms. Teachers build unit and lesson plans incorporating a variety of assessments with student-centered learning as a foundational framework. Thinking skills and strategies are at the center of student learning.

Key Points in Student-Centered Learning

- Students benefit when they help to design/implement instruction and assessment.
- Effective instructional activities meet academic standards and student needs/interests.
- Decisions about instruction are based on assessments of what students already know and can do.
- There is a strong connection between what students are learning in class with applications in the world beyond the classroom.

Characteristics of Student-Centered Learning

- Ongoing reflection on assessment of standards and learning
- Student choice
- Relevant connections to the world
- Collaboration
- Student involvement in planning
- Student interests and needs at the center of instruction
- Student awareness of the importance of their learning:
 - What am I doing?
 - Why am I doing it?
 - What am I learning?
 - How will I show my learning to others?

The teacher's first step in curriculum planning is to develop a comprehensive plan for the units of study students will engage in over the course of the school year. With a yearlong plan in mind, the teacher designs specific units to help students reach the standards set in the Curriculum and Assessment Framework.

District Gifted Program * Teaching and Learning Framework

Lake Washington School District Nutrition and Physical Fitness Policy

Students who have nutritious food and appropriate physical activity are better prepared to learn. While student health and well being is a shared responsibility between schools and families, the school environment must be conducive to and promote learning. In order to ensure the learning environment supports students' nutrition, physical fitness and well-being, and in order to promote family and community involvement to this end, the Superintendent shall:

- Ensure that district health and physical fitness curriculum is aligned to State's Essential Academic Learning Requirements and to Grade Level Expectations.
- Ensure that the offerings of the School Lunch and Breakfast Program comply with federal guidelines.
- Ensure that sale of foods other than through the School Lunch and Breakfast Program (competitive food sales) help students to meet appropriate daily dietary intake.
- Restrict the sale of foods that do not help students meet appropriate daily dietary intake.
- Establish an Advisory Committee to make recommendations of products for competitive food sales, which support appropriate daily dietary intakes; and criteria for nutrition content of other products offered for sale.
- Develop guidelines for foods provided (not sold) to students through classroom parties/school events, rewards, and/or incentives.
- Promote partnerships with parents and parent groups to support life long nutrition, physical fitness and wellness.
- Provide information and materials that promote healthy eating habits and appropriate physical activity.
- Promote appropriate physical activity for students by;
 - Ensuring aerobic physical activity is part of physical education classes,
 - Providing elementary school students with daily, supervised recess periods,
 - Providing co-curricular physical activity and intramural programs, and
 - Promoting the use of school facilities for physical activity programs offered by outside organizations.



Nutrition and Physical Fitness Policy

LWSD Civility Policy

The Lake Washington School District believes that a safe, civil and respectful environment is essential to the successful operation of schools. Conversely, uncivil conduct (see definition) interferes with students' ability to learn, a school's ability to educate its students and an administrator's ability to manage and lead the school community.

Through participation in school activities, and/or school sponsored activities; students, staff, parents, community members, and administrators shall be accountable for the promotion of and demonstration of civil conduct, communication, and problem-solving throughout the school district or at locations of school sponsored activities. The District is committed to support this expectation and will not condone or accept uncivil conduct (see definition) on school grounds, at school-sponsored activities, or in verbal, written or electronic communications; whether by students, staff, parents, community members, or administrators.

The purpose of the Lake Washington School District's Civility Policy:

1. To promote an environment that is safe, productive, and nurturing for students;
2. To provide students with appropriate models for civil and respectful communication and problem-solving; and,
3. To support respectful and civil interaction and communication among students, staff, parents, community members, and administrators.

Uncivil Conduct:

Definition: Conducting one's self in a discourteous or disrespectful manner when communicating or interacting with others.

Uncivil Conduct includes, but is not limited to, behaviors such as: Directing vulgar, obscene or profane gestures or words at another individual; Taunting, jeering, inciting others to taunt or jeer at an individual; Interrupting another individual repeatedly or raising one's voice in anger at another person; Imposing personal demands at times or in settings where they conflict with assigned duties and cannot reasonably be met; Using derogatory epithets; Gesturing in a manner that puts another in fear for his/her personal safety; Invading the personal space of an individual after being directed to move away, physically blocking an individual's exit from a room or location, remaining in a classroom or school area after a teacher or administrator in authority has directed one to leave; Violating the privacy of another individual's belongings (except for lawful searches by school officials conducted in connection with the administration of school rules and applicable laws); or, Other similar disruptive conduct.

"Uncivil conduct" does not include the expression of controversial or differing viewpoints that may be offensive to some persons, so long as (1) the ideas are presented in a respectful manner and at a time and place that are appropriate, and (2) such expression does not materially disrupt, and may not be reasonably anticipated to disrupt, the educational process.

Implementation of the Civility Policy:

In all cases, individuals who perceive they have been treated in an uncivil manner will be urged to resolve their concerns promptly through direct or assisted communication with the person(s) at the source of the concern. When this is not possible or appropriate, any person who needs help in identifying and/or using appropriate problem-solving procedures may seek assistance from a school/district administrator or supervisor.

Severe or persistent acts of uncivil conduct may be in violation of other District's policies such as Human Dignity (ACA), Harassment, Intimidation, and Bullying (JFD, JFD-R, JFD-E, ACB, and ACB-R), Staff Conduct (GBCB), Student Rights & Responsibilities (JF and JF-R), Student Conduct (JFC and JFC-R), Threats of Violence or Harm (JFCB and JFCB-R), Student Conduct on School Buses (JFCC), Student Discipline and Corrective Action (JG and JG-R), School-Community Relations Goals (KA and KA-R), Public Conduct on School Property (KGB), Visitors to the Schools (KK and KK-R), Public Complaints (KLD, KLD-R and KLD-E), and Parents' Rights & Responsibilities (KMAB). Violation of such policies may result in further action as applicable. Nothing in this policy is intended to interfere with the ability of school officials to maintain order and discipline in the schools or to enforce school rules and applicable policies and laws.

The Superintendent, or designee, shall communicate this policy annually with students, staff, parents, community members, and administrators.

2019-20 Student Rights & Responsibilities

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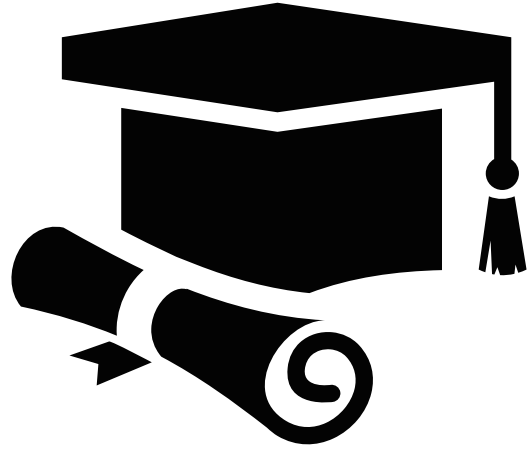
Introduction

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 (JED, JED-R)

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

Discipline (JG, JG-R)

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 discipline 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.

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.

General Guidelines

The District may administer suspensions and expulsions for behavioral violations. In responding to behavioral violations:

Parents should be involved early in efforts to support students in meeting behavioral expectations and resolving behavioral violations.

The student's individual circumstances and the nature and circumstances of the behavioral violation must be considered to determine whether the suspension or expulsion, and the length of the exclusion, is warranted.

Students must be provided an opportunity to receive educational services during a suspension or expulsion and should not be prevented from completing subject, grade-level, or graduation requirements as a result of discipline.

The principal or designee must report all suspensions and expulsions, and the behavioral violation that led to each suspension or expulsion, to the Superintendent or designee within twenty-four hours after the administration of the suspension or expulsion.

Reasonable efforts should be made to return the student to the student's regular educational setting as soon as possible and allow the student to petition for readmission at any time consistent with the section on readmission within this regulation.

Students may not be suspended or expelled from school for absences or tardiness.

Students may be denied admission to, or entry upon, real and personal property that is owned, leased, rented, or controlled by the district while under suspension or expulsion.

Students may return to their regular educational setting following the end date of the suspension or expulsion, unless an exception is made consistent with District policy.

Specific information regarding limitations and due process for student discipline can be found in District policy ([JG](#), [JG-R](#)).

Definitions

Discipline: Any action taken by the District in response to a violation of behavioral expectations (D).

Suspension: Denial of right of attendance in response to a behavioral violation from any subject or class, or from any full schedule of subjects or classes. 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 admission to the student's current school placement in response to a behavioral violation (E).

Emergency Expulsion: The removal of a student from school because the student's presence poses an immediate and continuing danger to other students or school personnel, or an immediate and continuing threat of material and substantial disruption of 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/ Truancy	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/D	EE/S	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/D/PC	EE/STS/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.	D/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.

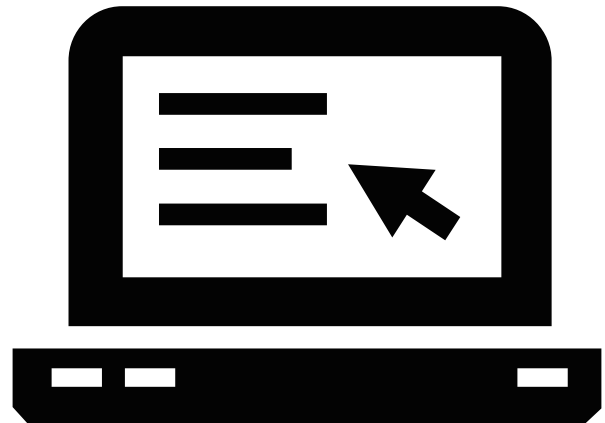
Any student-athlete who observes and does not attempt to stop or report such a violation can also be subject to disciplinary action by the school. Repeated acts of hazing can result in further school action and permanent suspension from athletics.

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).



As a condition of connecting personal equipment to the district's networks, the district reserves the right to gain access to the device for analysis to resolve any identified issues or threats.

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 USB to run executable (.exe) files. • Do not use district provided storage for games, executable files or inappropriate content. • 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

- 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

- 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.

Note: Exceptional Misconduct and Other Forms of Misconduct as identified early in this handbook apply to conduct on buses and at bus stops.

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 [Transportation](#) web page for more 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

Title IX Coordinator

Director of Athletics & Activities
16250 NE 74th Street
Redmond Washington, 98052
425-936-1367
titleix@lwsd.org

Section 504/ADA

Coordinator
Director of Special Services
16250 NE 74th Street
Redmond Washington,
98052
425-936-1407
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-us/policy-and-regulations/nondiscrimination-ac>.

Sexual Harassment (JFDA, JFDA-R)

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-us/policy-and-regulations/sexual-harassment-of-students-jfda>.

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, 425-936-1225, 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 <http://www.lwsd.org/about-us/policy-and-regulations/harassment-intimidation-and-bullying-of-students-jfd>.

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.