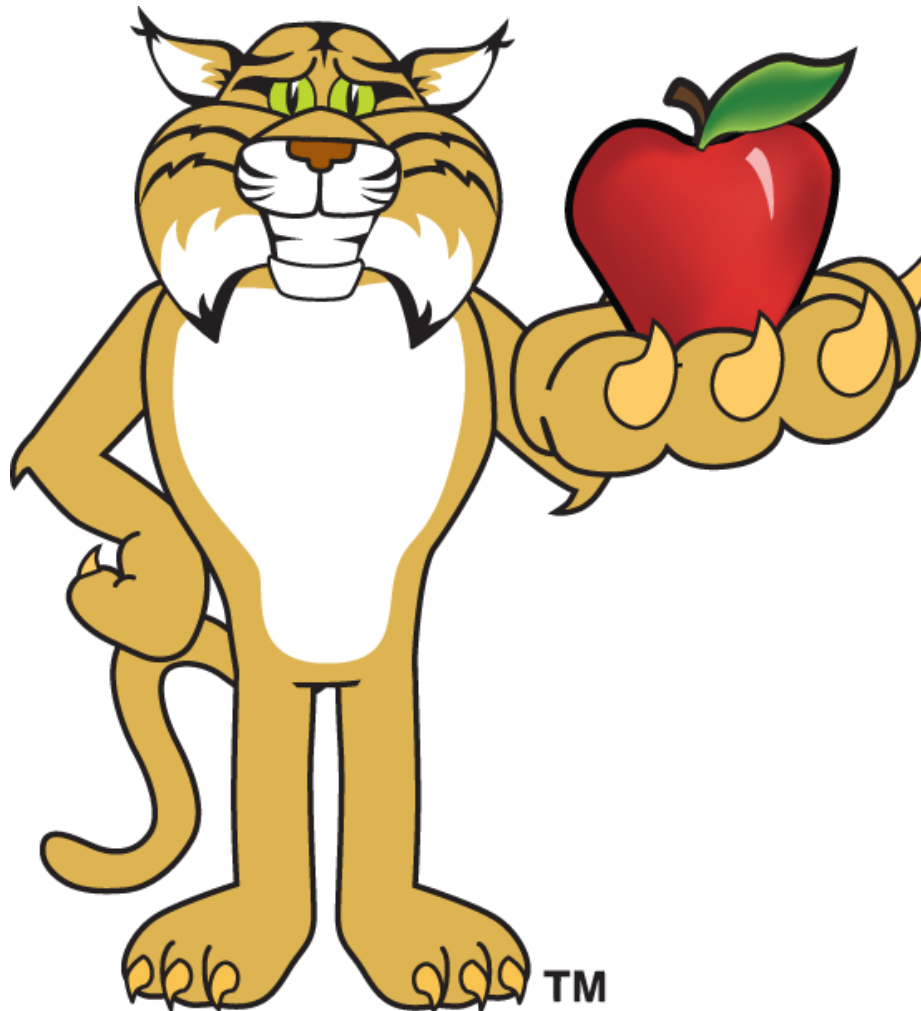


LAKE WILDERNESS ELEMENTARY SCHOOL STUDENT/PARENT HANDBOOK 2018-19

The mission of our Lake Wilderness Elementary is to ensure learning for all!



**Lake Wilderness Elementary School
24216 Witte Rd. SE
Maple Valley, WA 98038
<https://lakewilderness.tahomasd.us/>**

**OFFICE PHONE: (425) 413-3500
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WELCOME

Lake Wilderness Elementary Students and Parents

Dear Parents,

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

This handbook is designed to help acquaint you with our school, answer your questions, and use as a resource guide. **Please take time to read through the information and review the school expectations section with your child(ren).** Please do not hesitate to contact the teacher or one of us if you have any concerns, questions, or suggestions.

Sincerely,

Audrey Meyers, Ph.D.
Principal

Jennifer McPherson, NBCT
Dean of Students

LWES MISSION:

The mission of our Lake Wilderness
Community is to ensure learning for all.

LWES WILDCAT WAY EVERY DAY

- I am safe
- I am respectful
- I am responsible
- I am a learner
- I am a WILDCAT



We teach, practice, reinforce, and follow these expectations throughout all areas of the school. We have hand signals for each of the four qualities. Daily announcements and posters help us remember the expectations.

The Wildcat Way Every Day Expectations

	Arrival/ Dismissal	Hallways	Stairs	Lunchroom	Bathrooms	Recess	Library	Bus
VOICE LEVEL	Level 2 Low Flow	Level 0 Silence is Golden	Level 0 Silence is Golden	Level 2 Low Flow	Level 1 Spy Talk	Level 3 Loud Crowd	Level 1 Spy Talk	Level 1 Spy Talk
Qualities								
I am SAFE	<ul style="list-style-type: none"> • Keep my hands, feet, and objects to myself • Stay clear of the yellow bus zone • Walk 	<ul style="list-style-type: none"> • Keep my hands, feet, and objects to myself • Walk • Stay to the right 	<ul style="list-style-type: none"> • Keep hand on rail • Stay to the right • One step at a time • Keep hands, feet, objects to myself • Feet on stairs only 	<ul style="list-style-type: none"> • Keep my hands, feet, objects, and food to myself • Stay in the first seat chosen • Wait in lunch line calmly • Eat only my food 	<ul style="list-style-type: none"> • Keep my hands, feet, and objects to myself • Use equipment properly • Report safety concerns 	<ul style="list-style-type: none"> • Keep my hands, feet, and objects to myself • Walk to and from recess • Stay where the adults can see me • Use playground equipment properly • Report unsafe and bullying behaviors to adults 	<ul style="list-style-type: none"> • Keep my hands, feet, and objects to myself • Walk in and out silently • Stay in my seat 	<ul style="list-style-type: none"> • Keep my hands, feet, and objects to myself • Stay in my seat • Face forward • Report unsafe and bullying behaviors to the bus driver
I am RESPECTFUL	<ul style="list-style-type: none"> • Use manners • Be helpful and kind to others 	<ul style="list-style-type: none"> • Use micro-waves to greet others • Respond to signals to follow the rules 	<ul style="list-style-type: none"> • Be silent • Use micro-waves to greet others 	<ul style="list-style-type: none"> • Use manners • Include others • Be friendly • Help others 	<ul style="list-style-type: none"> • Give privacy to others • Take care of my business privately • Make responsible decisions 	<ul style="list-style-type: none"> • Use problem solving steps • Show good sportsmanship • Include others • Share equipment and take turns 	<ul style="list-style-type: none"> • Help others • Work quietly • Share and take turns 	<ul style="list-style-type: none"> • Be friendly • Use kind words • Share seats
I am RESPONSIBLE	<ul style="list-style-type: none"> • Follow adult directions • Be on time • Go directly to where I need to be 	<ul style="list-style-type: none"> • Follow adult directions • Stay in your spot in line • Keep up with others in line • Go directly to where I need to be 	<ul style="list-style-type: none"> • Follow adult directions • Stay in your spot in line • Keep up with others in line • Go directly to where I need to be 	<ul style="list-style-type: none"> • Follow adult directions • Clean up my area • Make "green" decisions • Raise hand to get help and be dismissed 	<ul style="list-style-type: none"> • Wash hands before leaving • Keep area clean • Use soap, water, and 2 paper towels appropriately • Flush the toilet 	<ul style="list-style-type: none"> • Follow adult directions • Respond to the whistle • Eat in the "Snack Zone" and throw away my garbage 	<ul style="list-style-type: none"> • Follow adult directions • Keep passwords to myself • Treat materials and equipment appropriately 	<ul style="list-style-type: none"> • Follow the bus driver's directions the first time • Watch for my stop • Keep area clean • Keep aisle clear
I am a LEARNER	<ul style="list-style-type: none"> • Be prepared • Take all my belongings with me 	<ul style="list-style-type: none"> • Be alert • Face forward in line 	<ul style="list-style-type: none"> • Face forward only • Be alert 	<ul style="list-style-type: none"> • Look and listen to adults • Know lunch room rules 	<ul style="list-style-type: none"> • Return to class quickly 	<ul style="list-style-type: none"> • Know all the playground rules • Learn and follow the game rules 	<ul style="list-style-type: none"> • Stay on task 	<ul style="list-style-type: none"> • Be alert • Talk quietly with other students

RESPONSIBILITIES

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

RESPONSIBILITIES OF STUDENTS

- Follow the Lake Wilderness Wildcat Way Every Day (as stated previously).

RESPONSIBILITIES OF PARENTS

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

RESPONSIBILITIES OF STAFF

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

THE DAILY LIFE OF A STUDENT

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

- **READING PROGRAM**, such as Guided Reading, Shared Reading, Partner Reading, Independent Reading, Sustained Silent Reading, Teacher Read Aloud, Reader's Workshop, Read-at-Home Program (K-2)
- **WRITING PROGRAM**, such as Modeled Writing, Shared Writing, Guided Writing, Independent Writing, Writer's Workshop, Six Traits, Step-up to Writing
- **MATH PROGRAM**, such as Math Expressions through teacher-directed lessons, cooperative learning, hands-on activities, independent applications; The Problem Solver, Exemplars
- **SOCIAL STUDIES**
- **SCIENCE**
- **FUTURE READY SKILLS, THINKING SKILLS & THINKING BEHAVIORS, HABITS OF MIND**
- **P.E./MUSIC/ART/STEM (Science, Tech, Engineering, Math)**
- **LIBRARY (one visit every two weeks)**
- **TECHNOLOGY**
- **SECOND STEP CURRICULUM** (instruction on empathy, impulse control, and anger management)
- **ART** (taught by an art docent trained through Green River Community College)
- **MORNING RECESS, LUNCH, LUNCH RECESS, & AFTERNOON RECESS**
- **ASSESSMENTS** (district-wide and state)

OTHER STUDENT ACTIVITIES

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

ASSEMBLIES (whole school or grade level)

CAMP CASEY

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

CELEBRATION OF LEARNING

- Evening event for families to see the accomplishments of all the students in individual portfolios, PowerPoint presentations, performances, projects, and visual work.

CLASSROOM CELEBRATIONS

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

FIELD DAY

- Kindergarten – fifth graders participate in a variety of P.E. activities for approximately half a day.

FIELD TRIPS/GUEST PRESENTERS

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

LUNCH BUNCH

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

MATH ASSISTANCE PROGRAM (MAP)

- First – fifth grade students are referred based on math assessment data and receive extra assistance to boost math skills in a small group session.

PTSA EVENING ACTIVITIES

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

READING ASSISTANCE PROGRAM (RAP)

- Kindergarten – fifth grade students are referred based on reading assessment data and receive extra assistance to boost reading skills in a one-on-one or small group session.

RECOGNITION ACTIVITIES

- Kindergarten – fifth graders are recognized for great behaviors by earning Paw Prints and Classroom Paw Pride Awards.
- Kindergarten – fifth graders are invited to monthly “Excellent Attendance” reward activities if they came to school *every day* of the month!

SOCIAL SKILLS GROUPS

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

SPECIAL EDUCATION CLASSES

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

STUDENT LEADERSHIP TEAM

- Second – fifth graders may apply to serve their classmates as class representative on the Student Leadership Team for one semester. This team helps make school decisions, participate in school projects (e.g., Green Team), and solve school concerns. Applications will be made available during the second week of school, and again in January for second semester.

ZERO HOUR CLASSES

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

OTHER PROGRAMS AT LWES

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

DISCOVERY PROGRAM (3rd, 4th, and 5th grade)

- Full time service model that is designed to meet the needs of highly-capable/gifted, high achieving students whose needs cannot easily be met in the general classroom.
- The curriculum addresses the state common core grade level standards and extends into accelerated instruction as appropriate.

EXTENDED ENRICHMENT PROGRAM (EEP)

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

PRESCHOOL

- Four half-day sessions are offered to students who qualify under special education or who are peer models (tuition-based fee).

SAIL PROGRAM

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

CALENDAR OF EVENTS

SEPTEMBER

- Information packet - sent home for parents to complete and return to the classroom teacher
- Student ridership count on each bus
- Back-to-School Night - families meet the teacher to hear about the classroom expectations and explore the other programs at the school

OCTOBER

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

NOVEMBER

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

DECEMBER

- PTSA Holiday Breakfast
- Winter Break

JANUARY

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

FEBRUARY

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

MARCH

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

APRIL

- Camp Casey for fifth graders – 3 days/2 nights of environmental curriculum
- Kindergarten registration
- Spring Break
- Student placement process – input sheet needed from parents

MAY

- Year-end summative student testing
- Teacher Appreciation Week
- Class pictures
- Celebration of Learning – parents see and hear students' work and participate in activities

JUNE

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

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

GENERAL INFORMATION

DAILY SCHEDULES

SCHOOL DAY8:40 AM – 3:10 PM

Attendance is recorded using the following times:

AM Tardy.....1 – 45 minutes past starting time of school

AM Absence.....46 minutes or more past the starting time of school

PM Early Release..... pick-up more than 45 minutes before the end of the day will be recorded as an absence.

- Students should arrive at school no earlier than 8:25 AM.
- Students are not allowed in the building until 8:30 AM, unless they would like to eat breakfast. Students interested in breakfast will receive a hall pass from the door monitor, beginning at 8:25AM and will be allowed to go directly to the lunchroom.
- Breakfast is open 8:25-8:40AM.

SAFE ARRIVAL

- If a student will be late or absent, please call by 8:55 AM.
- Simply call the school number at 425-413-3500, press or say 2, then press or say 1. That will automatically put you into the safe arrival voice mail. At that point, please leave the name of the student(s), the teacher(s) name and the reason for the absence.

ATTENDANCE

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

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

- Any student absent or tardy **in excess of 20% in one month** will receive notification from the school (see copy of letter on page 25).
- A pattern of absences or tardies will be referred to the Family Advocate.
- **Excused absences** include medical/dental appointments, court appointments, funerals, and illness.
- An absence is excused if the parent/guardian either calls Safe Arrival the day of the absence or sends a note to the school within 48 hours of the absence. Only a parent can call in an absence.
- Excused absences do not negate the 20% notification guideline.

- **Excessive absences/tardies** may require documentation, such as a doctor's note. A pattern of excessive absences/tardies may be cause for referral to the truancy board.
- If a parent chooses to log out his/her child in the office to take home after a field trip, your child will be marked absent for that time period.
- If a parent drives his/her child to/from the field trip without attending school that day, the child will be marked absent.
- **Pre-arranged absences** of more than three days require a Pre-Arranged Absence Form signed by the parent. These forms are available in the school office.
- Pre-arranged absences and vacations are included in the 20% calculation.
- **Unexcused absence** occurs when the school was not notified of a student absence. Notification should occur through Safe-Arrival or the Pre-Arranged Absence Form. If the school does not receive notification by a parent/guardian within 48 hours of the absence the absence is unexcused and an unexcused absence letter will be sent to the parent/guardian.
- The truancy law requires school officials to send a letter advising the parent/guardian of the specifics of the truancy law after one (1) unexcused absence has been accumulated. If a student accumulates five (5) unexcused absences in a month, or ten (10) in a semester, a petition with the juvenile court will be filed.

ABSENCES

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

TARDY/LATE ARRIVAL/EARLY PICKUP

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

- If arriving after 8:50, students will be marked tardy. Students need to check in with the office for an admission slip before going to class.
- Send a note to your child's teacher if you must take him/her out of school early.
- Go to the office to sign out your child and the office personnel will call the teacher to send your child down to the office.

STUDENT PICKUP

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

Dismissal During the School Day

- The parent can send a note, call the office, OR come into the office to sign out the student.
- When the parent arrives, the office staff will call the classroom and the student will be sent down. Request of ID will occur if office staff does not know parent/adult.

Permanent Pick-up at Dismissal Time

- Parents who intend to pick up their student on a permanent basis will need to send a signed and dated note to the classroom teacher. This note will be kept on file in the school office and a "Permanent Pick-Up" placard will be issued to the parent that includes an assigned "Family Number." This number will be checked each day at dismissal for student safety.
- If this routine varies in any way, notification must be sent to the teacher or to the office.
- Please DO NOT enter the school or wait by the outside classroom doors when picking up your child. Parents must wait for their child in the designated waiting area, in the loop around the front parking lot.
- This area is a fire lane, and so we must avoid a cue of waiting/parked cars. Parent-pick-up line begins each day at 3:00PM.

Occasional Pick-Up at Dismissal Time

- Please send a note to the child's teacher in the morning or call the office **before 2:45 PM**. The child will be given a temporary pick-up slip and will be sent to permanent parent pick-up at the end of the school day.
- Parents who have not written a note or called will need to arrive before 2:45PM in order to complete the identification and sign-out process. It is important that there is enough time to notify teachers and for students to safely walk to the office before busses arrive. ONLY people designated by parents or named on the emergency card will be allowed to pick up students.
- **No student will be released at the classroom door or inside the campus.** The only exception: Volunteer parents who are in the room at the end of the day may take their child from the classroom IF they have a pick-up slip. The pick-up slip can be obtained when the parent signs in to volunteer. The pick-up slip is then given to the monitor at the parent pick-up spot.
- Once a student has boarded the bus, he/she cannot be taken off the bus.
- **Group pick-up:** If your child needs to stay after school for a meeting or a class (except Zero Hour classes) please send a note to their teacher giving all of the specifics. This note will be routed to the office and if it is a permanent situation, it will be put in the student's file. The leader will need to stop in the office to get a

"Group Pick-Up" form and meet the students at the parent pick-up spot. The children are checked off on the form; the leader signs it and gives it to the monitor at the parent pick-up spot.

- If parent(s) are going on vacation and a student is in the custody of another adult, parent needs to sign a release and give information on the specific details of the custody, including any changes in pickup arrangements.

WALKERS

- Students are allowed to be sent home as "walkers" if families are sure to document those arrangements on file with the office.
- Walkers are sent out the same door as Permanent Parent Pick-Up, which is on the north side of the building.
- By designating their child as a walker, families agree that their child is responsible enough to walk themselves home from school each day, unaccompanied. Exception is made for kindergarten students, who need to be accompanied by an older sibling or a parent.
- Siblings may wait for each other at the "Plaza Benches," which is the family meeting space designated by the school.
- If students live across the road from school (Witte Road), they will only be allowed to walk down the north sidewalk so that crossing guards can safely cross students to the other side.

BUSES

- In the morning, students should arrive at the bus stop approximately 5 minutes before the bus is expected to arrive.
- In the afternoon, a student will be taken to the bus garage or back to the school and parents will be contacted when the bus driver cannot release the student at an appropriate bus stop.
- Kindergarten students can only be released from the bus to a parent/guardian, unless the school or transportation department has received a note stating the child can walk without an adult from the bus stop to home.
- If your child has not arrived home on time, contact the transportation department.
- All personal, electronic equipment is used at the discretion of the bus driver and must be put in the student's backpack before exiting the AM bus and cannot be taken out until the student is on the bus for the PM bus ride.
- Appropriate behavior is expected on the bus (see page 28 for more specific rules).
- If you have transportation questions or concerns, call (425) 413-3220.

BUS PASSES

- Send a note to the school if your child will get off the bus at a stop other than his/her regular stop (see page 45).
- If you call the office to change your child's transportation needs, please call before 2:45 PM on the date of the change.
- No "social" bus passes will be granted on Early Release Fridays due to space availability.

- Only office personnel, administrators, or teachers may take a student off a bus.

BIKE TO SCHOOL

- Your child should walk his/her bike on school property. Bike rack is located under the covered area in the front of the school, off “Wing C” – this is on the way to the open student door at the north end of the building. Students may park their bike on the way into school.
- Like walkers, Siblings may wait for each other inside the building, at the bottom of the “grand staircase” inside the vestibule.
- We recommend students using a bike lock, which are not furnished by the school, and ask that siblings (and friends) DO NOT lock their bikes together with the same lock. Thank you!

VEHICLE DROP OFF AND LOADING ZONE

- The vehicle drop off and loading zone is at the front of the school.
- Between 8:25 – 8:40, you may drop off your child at the curb once you are within the “Drop-Off Zone,” which is marked by blue & green cones. Students will walk to the north end of the school & into the student entrance door. This is the only time before school that the students will be supervised by an adult. **Do not walk your child to the classroom door.** This door automatically locks at 8:40AM. If your child arrives after 8:40AM, they will need to check in at the office.
- If you are running late (after 8:40 AM), park your car in a regular parking spot and check in your child in the office. Do not drop them off. They will receive a blue admit slip to give to his/her teacher.
- Use the crosswalk and sidewalks at all times.
- See “Student Pickup” (on the previous pages) regarding permanent and temporary passes.

DELIVERIES OR MESSAGES TO YOUR CHILD

- Call or come into the office to make a delivery (e.g., forgotten lunch) or to send a message.
- The office staff will deliver the item or message to the classroom or the student will be called down to the office.
- Items that will not be delivered to classrooms include flower arrangements or balloons for students due to the disruption to the learning environment.
- Due to the rise of food allergies, diabetes, and obesity, school district policy states that parents cannot bring in food treats, but can contribute small birthday tokens or a book for the class library to recognize your child’s birthday. Of course, this is entirely optional.

EMERGENCY SCHOOL CLOSURE

- Listen to the radio or watch television between 6:00 PM and 8:00 AM for any information regarding Tahoma School District.
- Tahoma School District usually is able to broadcast their emergency closure plans via email to families, so be sure that your current email is on file.

- If school is delayed ECEAP and preschool classes are usually canceled.
- The transportation department (425-413-3220) will give you information about emergency pick-up/drop off routes.

EMERGENCY PROCEDURES

- Students will routinely practice drills for emergency situations (i.e. earthquake, fire, lockdown, and shelter-in-place). These drills will be held at different times and in several ways to ensure that all students practice.
- Complete the Emergency School Evacuation information on the back of the student Emergency Care and Health Information card each year, so the school will know if you will pick up your child at school or he/she will go home on emergency school closure days.

RESTRAINING ORDERS

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

HEALTH INFORMATION

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

MEDICATION AT SCHOOL

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

IMMUNIZATION RECORDS

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

HEALTH SCREENING

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

HEALTH ROOM

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

ILLNESSES

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

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

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

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

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

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

SCHOOL LUNCH PROGRAM

- Students eat lunch in the cafeteria.
- Students may purchase a lunch through the school lunch program or bring a lunch from home.
- Milk is provided with the school lunch or may be purchased for \$0.60.
- A [monthly lunch menu](#) (link) is on the Tahoma School District website.
- It is recommended to pre-pay for lunches by a check/cash that the student can bring to his/her classroom teacher or to the office. [Online payments](#) (link) are now accepted for school lunches, and you can also set an automatic alert when your child's balance gets below an amount of your choosing.
- Elementary students who do not have money in their cafeteria account (or in hand) to cover the cost of the meal at the time of meal service may charge meals.



FREE AND REDUCED LUNCH

- The National School Lunch provides for free and reduced priced lunches for children of families who qualify.
- An application form for free and reduced lunches will be sent home during the first days of school.
- If your child was on free or reduced lunches last June, his/her eligibility continues until September 30th.
- If a change in your family size or income occurs during the school year, contact Tahoma Food Services at (425) 413-3450.

VOLUNTEERS/VISITORS

- Contact the classroom teacher or office personnel if you are interested in volunteering.
- Prearrange your volunteer visit(s) with the classroom teacher.
- At Lake Wilderness, we ask that each interested volunteer complete "**The BIG 3**" for volunteering! (1) District Clearance, (2) Volunteer Handbook review, (3) View the Volunteer Training Video on our school website. You must complete the volunteer screening form online at <https://tahomavolunteers.hrmplus.net> before volunteering in the classroom or chaperoning a field trip. Be aware that it can take up to 14 days to clear a volunteer through the screening form, WA State Patrol Identification and Criminal History. It is valid for 2 years and an email reminder will be sent when it is time to renew.

- If you are chaperoning a field trip, you will need to arrange private daycare for siblings so you can spend time with your one child and his/her classmates.
- Sign the log in the office **before and after** your visit in your child's classroom.
- Wear a volunteer/visitor badge while on the school property. Staff members may approach you if they cannot easily see the visitor sticker.
- Volunteers and visitors must stay within the buildings or lunchroom.
- Due to fragrance allergies, please refrain from wearing perfumes/colognes.
- **Please see our separate Volunteer Handbook for more detail.**

PETS

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

STUDENT PLACEMENT POLICY

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

CREATING A NEW CLASS

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

LOST AND FOUND

- Lost and found items are located in the large closet off of the main entrance/foyer to the school. Remember to sign in first at the office if you want to check for your child's lost items.
- Items not retrieved by a communicated date at the end of each trimester will be donated to a local charity during the winter and summer breaks.

LOST/DAMAGED SCHOOL ITEMS

- If your child has lost or damaged a school item, a notice will be sent home describing the lost or damaged item with a dollar amount for repair or replacement.

- Reimburse the amount of the item by sending a check to the classroom teacher.
- The final report card will not be released until reimbursement of the item has been received.
- If the lost item has been found after reimbursement, the school will reimburse the parent.

504 PLANS

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

SPECIAL EDUCATION

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

PARENT COMMUNICATION

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

NONDISCRIMINATION STATEMENT

The Tahoma School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal 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:

Title IX Officer
Director of Human Resources
25720 Maple Valley Highway
Maple Valley, WA 98038
425-413-3400
TitleIX@tahomasd.us

ADA Coordinator
Director of Human Resources
25720 Maple Valley Highway
Maple Valley, WA 98038
425-413-3400
ADA@tahomasd.us

Section 504 Coordinator
Director of Special Services
25720 Maple Valley Highway
Maple Valley, WA 98038
425-413-3400
Section504@tahomasd.us

EXAMPLE OF LETTER TO PARENTS REGARDING EXCESSIVE ABSENCES

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

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

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

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

Absences may be excused with prior approval by Dean or Principal. Teachers will work with students on a reasonable timeline for work completion. The student is responsible for completing work assigned by the teacher for make-up after they return from the absence. Families are encouraged to schedule family trips during non-school dates. It is very difficult to make up lost instructional time. At elementary, absences that lead to accumulation of 5 or more absences in a month, without prior approval, will result in parents needing to attend an attendance conference or workshop and creation of an academic plan (Second Substitute House Bill 2449). A PRE-ARRANGED ABSENCE FORM is available in the school office.

STUDENT EXPECTATIONS

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

ATTENDANCE/TARDINESS

- Students should attend the entire school day from 8:40 AM – 3:10 PM every day.
- Classrooms will be open at 8:30 AM
- Students should be on time to class after recesses.

CLASSROOM

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

PHYSICAL EDUCATION

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

MUSIC

- Kindergarten through fifth grade students will participate in general music class.

ART or STEM

- Kindergarten through fifth grade students will participate in art class once per week for one semester of the school year, and Science/Technology/Engineering/Math (STEM) once per week for the opposite semester.

HALLWAYS

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

RESTROOMS

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

LUNCHROOM

- The lunchroom is a place to eat our lunch. Students may talk softly with their neighbor seated next to or across from them.
- Students need to find a seat and stay seated unless excused by an adult.
- Once students have finished eating and cleaned their area, they will be dismissed by an adult when their hand is raised.
- It is expected that students will be appropriate with food.
- Leftover food can be saved and taken home in student lunchbox.
- Failure to comply with lunchroom rules will result in eating lunch in an alternative setting.
- Exceptions to regular school routines for food & mealtimes that are needed for religious expression/participation are allowed and supported with written parent request.

SNACKS

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

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

- NO TOYS are to be brought from home to school for any reason, unless it is part of a student accommodation that has already been discussed with the classroom teacher and formally documented.
- Electronic equipment of any kind is not allowed at school or school-related activities and will be confiscated immediately to be picked up at the end of the day, including cameras.
- Cell phones, if needed for before or after school activities, must be turned off and kept in the student's backpack throughout the school day. ***If the cell phone is out of the backpack or rings during the school day, it will be confiscated immediately to be picked up at the end of the day with a parent phone call.***
- Personal items are brought to school at student's own risk. The school and teachers are not responsible for lost or stolen personal items. An investigation will not occur.
- The school provides plenty of safe sporting equipment at school, and therefore asks that students keep their own equipment at home.

- Scooters and bikes must be carried or walked on school property and cannot be used at school. Lock the scooters and bikes at the bike rack. Please no skateboards.
- Students may not bring trading cards or trade personal items (inc. gifts) of any kind.
- Students may not sell items or accept money.

TECHNOLOGY USE

- Lake Wilderness students and staff follow the guidelines on the Electronic Resources Student User Agreement and Parent Permission Form that was signed by parent or guardian at student registration
- Each student is responsible for his/her use of technology, whether personal or district-provided and must act in an appropriate manner consistent with the school, district, and legal guidelines.
- More detail can be read in the [district policy](#) (link)

SCHOOL DISTRICT DRESS CODE (Procedure 3224P)

- Clothing displaying or making reference to alcohol, drugs, tobacco, profanity, vulgarity, discrimination, or sexual language or pictures shall not be worn.
- Apparel, accessories, or manner of grooming which evidences gang membership, affiliation, or promotion is prohibited.
- Hats and/or any headgear (i.e., scarves, hoods, bandannas, sunglasses) shall not be worn inside the school building during the school day. Hats and headgear of students in violation of this standard will be confiscated and sent to the office, where they may be retrieved at the end of the day. In the case of repeated violations, the confiscated items may be kept in the school office until the end of the semester or term. Exceptions will be made for religious expression as appropriate.
- Attire that exposes the torso (i.e., halter tops, tank tops, muscle shirts, midriff blouses, spaghetti straps, see-through clothing, and clothing that does not cover undergarments) is not appropriate school wear. Pants will be worn at waist level even if a shirt covers the body.
- Jewelry, clothing, or other accessories that may present a safety hazard or danger to the welfare of self or others shall not be worn (i.e., wallet chains and spiked accessories).
- Spandex clothing worn as outerwear is not permitted during the instructional day.
- Shorts must be fingertip in length and hemmed (not running shorts).
- Shirts and blouses must be free from holes, and pants must not be cut or have holes above mid-thigh.

** Student appearance needs to support learning activities.*

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

** If the school does not have a suitable replacement, or the child wishes for a replacement from home, the student will be given permission to call their parent from the office.*

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

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

PLAYGROUND

Our priority on the playground is SAFETY, RESPECT, and RESPONSIBILITY.

Students need to be safe and have respect for each other, playground supervisors, and playground equipment. Students should follow the Lake Wilderness Wildcat Way on the playground and any other recess activity locations.

I am SAFE

- Students should keep their hands and feet to themselves (no roughhousing, pushing, hitting, tripping, or kicking). Fighting, wrestling, karate, tackle sports, pig piling, or pulling students' clothing are not allowed.
- Two finger taps are the only tags allowed to be played on the field only.
- Students should not throw any objects (i.e., rocks, sawdust, wood chips, bark, sand, dirt, snowballs, ice, pinecones, sticks, etc.).
- Balls must only hit below the waist when playing kickball; however, dodge ball and throwing balls at other students is not allowed.
- Students should play in designated areas by staying within clear sight of a playground supervisor while on the playground (not in alcoves, or around corners).
- All equipment on the playground must be used properly as the item was originally intended to be used.
- Jumping off of any equipment (big toys) is not allowed.
- Students should follow the general rules for each sport.
- If there is immediate danger to self or others, one student should immediately find the closest playground supervisor and state the facts of the incident.
- Large balls can be used in the playshed by hitting with hands only at the wall.
- Basketballs, rubber balls, tennis balls, jumprobes, and games can be used on the blacktop.
- Playground supervisors, teachers, and administrators will all use reasonable judgment and common sense to guide decisions concerning student and staff safety for each incident and situation.

I am RESPECTFUL

- Only respectful language should be used at recess (no gossiping or spreading rumors is allowed).
- Excessive arguing with each other closes the game for the recess.
- Students should try to solve any conflicts by talking with the students involved unless it is an immediate danger to self or others.
- Students should show good sportsmanship by giving compliments.
- Student should share equipment and take turns on all equipment.
- No game locks (excluding other students) are allowed. So, always include others unless there is a problem.
- Use problem solving steps as taught in the Second Step lessons.

I am RESPONSIBLE

- Food is eaten in the "Snack Zone" and any garbage is thrown away in the cans provided (please note the SNACK guidelines on page 25).
- Students should follow the decisions of each staff member with respect the first time and without argument.
- If the game becomes too rough, the playground supervisor has the authority to stop the game.
- If students need to use the restroom, they need to ask an adult supervisor for a "restroom pass" to go into Wing A and use the restrooms behind the stage (only two students at a time). The pass should be returned to the supervisor when finished.
- A pre-arranged pass is necessary to go elsewhere other than the playground.
- Students should stay out of mud, puddles, and off ice.
- If a playground supervisor blows the whistle, students should stop and look at the playground supervisor to follow his/her directions.
- When recess is over, all play stops immediately and students should walk quickly and quietly to their classrooms or designated area.
- Students should bring in what they take out (clothing, sports equipment, etc.)

BUS RULES

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

- The driver is in full charge of the bus and students. The students must obey the driver and/or aide promptly.
- Students shall be on time. Students are to be at the stop five minutes early and wait in a safe and orderly manner. Students who are late arriving at the bus stop will need to find other transportation to school.
- Students shall ride their regularly assigned bus at all times unless permission has been requested by parent/guardian for a change of bus and has been granted by the building or transportation authorities. If a parent requests a change of bus schedule (bus pass) for their student, it will be honored if space is available.
- Students are not allowed in driver's area. The driver may assign each student to a seat. Students who have been assigned will use only the assigned seat unless permission to change is given by the driver.
- Students must remain in their seats while the bus is in motion. Students must sit facing the front of the bus, keeping their feet and legs out of the aisle. They may talk in a low, conversational level with those near them.
- Students shall enter and leave the bus in an orderly fashion. A student shall be permitted to leave the bus only at his or her regular stop, unless they have a bus pass.

- Students must look both ways before crossing a roadway and always cross in front of the bus in full view of the driver. Cross only when the driver signals it is safe to do so. Once off the bus, students should follow rules for pedestrians.
- In the event of an emergency, students must follow emergency exit procedures as established by the emergency exit drills. Students will not tamper with emergency doors or equipment.
- When bus stops at a railroad or other dangerous crossings, there will be absolutely no talking or noise.
- Students are to assist in keeping the bus clean. Eating and drinking on a school bus is not permissible except when specifically authorized and supervised by school district personnel. When transporting classes or teams, the teachers or coach will be primarily responsible for supervising the behavior of the students. The teacher or coach will be responsible for insuring that the students clean up after eating on the bus.
- Any damage to a bus must be reported to the driver at once. The parents/students will be required to reimburse the school district for damage to buses resulting from students' misconduct and may be subject to loss of riding privileges and suspension or expulsion from school.
- Students must see that personal belongings are kept out of the aisle. Large items which cannot be held in the student's lap will not be transported on a school bus unless other arrangements are made with the bus driver. This includes musical instruments and school projects.
- No student shall at any time extend head, hands, or arms out of the windows, whether the school bus is in motion or standing still.
- Students must not have anything in their possession that might cause injury to another such as sticks, breakable containers, balloons, any type of firearms or fireworks, skateboards, laser pens, or pins extending from their clothing. No animal, reptile, fish, fowl or insects are permitted on the bus (except seeing-eye dogs).
- If requested by the driver, students must identify themselves. If 7-12 graders should refuse, they may be denied transportation.
- Rude, obscene language and/or gestures will result in immediate discipline. Physical and/or sexual harassment will not be tolerated and will result in immediate disciplinary action.
- Smoking, chewing/spitting tobacco, and using any type of flame or sparking device will not be allowed on the school bus. No alcohol, illegal substances, or other paraphernalia, weapons, explosives or replicas will be allowed on the school bus.
- Fighting, vulgar language, or obscene gestures directed toward the driver will result in loss of bus privileges.

BEHAVIOR MANAGEMENT PLAN COMPONENTS

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

RECOGNITION

- Paw Prints – Staff will recognize students who are following the Wildcat Way Every Day by giving them a "Paw Print." This enters students into a monthly reward drawing, as well as periodic "surprise" rewards in their classroom.
- Classroom Paw Pride Awards – Staff will recognize whole classes by completing the certificate and have their recognition heard over the intercom!
- Celebration Activities – Staff will celebrate successes throughout the year in their classrooms to recognize individual and group accomplishments. The Celebration of Learning event occurs in May to recognize the talents of all students.
- Positive Personal Statements – Staff will consistently use positive statements as a natural recognition for students.
- Other recognition programs will be created and voted on by teachers and students.

SUPPORT

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

CONSEQUENCES

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

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

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

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

<p>Type 1</p>	<p><u>Behavior</u> Cheating Damage or Destruction of Property Defiance of School Authority Disruptive Conduct Dress Code Violation Electronic Listening Devices False Accusations False Alarm Forgery/Falsification Inappropriate Language Lying to Authorities Reckless Physical Behavior Theft Vulgar or Lewd Conduct</p>	<p><u>Consequence</u> Act of Kindness Apology Letter Community Service Call Home Loss of Privilege Loss of Recess Practice Appropriate Behavior Redo Assignment Restitution Time Out Think Time Sheet Verbal Warning Problem Solving Slip Other</p>
<p>Type 2</p>	<p><u>Behavior</u> Aggressive Behavior Extortion Harassment/Intimidation/Bullying Threats (Verbal and/or Physical) or</p>	<p><u>Consequence</u> Incident Report with assigned consequences, such as: Alternative Recess Behavior Contract Conference with Parent(s) Student Target Group Other Consequences Listed in Level 1</p>

	Repeat of same offense in which student received a Problem Solver	<i>(need for additional consequences is based on the seriousness of the behavior)</i>
Type 3	<p><u>Behavior</u> Multiple Infractions</p> <p>or</p> <p>Repeat of same offense in which student received an Incident Slip</p>	<p><u>Consequences</u> Phone call home to parents Completion of a packet focusing on appropriate behavior (packet worked on during all recesses until completed)</p>
Type 4	<p><u>Behavior</u> Alcohol/Chemical Substances Assault/Battery Fighting Use/Possession of Tobacco Products Weapons, Dangerous Instruments and Explosives</p> <p>or</p> <p>Repeat of Type 3 Behavior</p>	<p><u>Consequences</u> In-School Suspension Out-of-School Suspension Long-Term Suspension Expulsion</p>

OFFICE REFERRAL

If an office referral is written, the student will process the incident with staff and discuss a more appropriate behavior for the future. A call to the parent may occur.

Repeat of a similar infraction in Level 2 will move to a Level 3 offense.

ELEMENTARY SCHOOL SANCTION RANGE CHART

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

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

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

ELEMENTARY SCHOOL SANCTION RANGE CHART (CONTINUED)

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

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

1) Board Policy & Procedure 2022 will be followed.

EXCEPTIONAL MISCONDUCT

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

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

ELEMENTARY STUDENT RULES DEFINITIONS

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

Aggressive Behavior

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

Alcohol and Chemical Substances

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

Alteration of Records

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

Arson

Setting fire to a building or property is prohibited.

Assault/Battery

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

Attendance/Truancy/Tardiness

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

Cheating

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

Damage or Destruction of Property

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

Defiance of School Authority

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

Disruptive Conduct

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

Dress Code Violation

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

Electronic Listening Devices

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

Extortion

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

False Accusations

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

False Alarm

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

Fighting

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

Forgery/Falsification

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

Gang Behavior

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

Harassment, Intimidation and Bullying

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

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

Inappropriate Language

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

Lying to Authorities

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

Multiple Infractions

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

Reckless Physical Behavior

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

Theft

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

Threats

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

Tobacco

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

Trespassing

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

Unauthorized Computer Use

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

Vulgar or Lewd Conduct

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

Weapons, Dangerous Instruments and Explosives

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

HARASSMENT, INTIMIDATION, AND BULLYING

Anyone may file a complaint against the district alleging that the district has violated antidiscrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy No. 3210) and more particularly to policies dealing with guidance and counseling (Policy No. 2140) co-curricular program (Policy No. 2150), the service animals in schools (Policy 2030) and curriculum development and instructional materials (Policy No. 2020). As used in this procedure:

- A. "Grievance" means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
- B. "Complaint" means a written, signed charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws.
- C. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- D. "Respondent" means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps shall be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns.

Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to the compliance officer. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

Formal Process for Resolution

Level One: Complaint to District

A complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will investigate the allegations within 30 calendar days. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date at the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board, and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two – Appeal to the Board of Directors

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board

within ten (10) days following the date upon which the complainant received the response.

The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with the Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three – Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related

to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other

public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the compliance officer for a period of six years.

Empowering Students to be PROBLEM SOLVERS!

Problem solving is a learning experience for students, and an opportunity for them to learn and grow. When problem solving, it sometimes happens that students use the word "bullying," not understanding the difference between bullying and a problem or peer conflict. Here are some resources with you as we partner together:

Bullying is different from conflict.

- Conflict is a disagreement or argument in which both sides express their views.
- Bullying is negative behavior directed by someone exerting power and control over another person.

Conflict vs. Bullying - What's the difference?

Conflict	Bullying
<ul style="list-style-type: none">• Disagreement or argument in which both sides express their views• Equal power between those involved• Generally stop and change behavior when they realize it is hurting someone	<ul style="list-style-type: none">• Goal is to hurt, harm, or humiliate• Person bullying has more power*• Continue behavior when they realize it is hurting someone.

* "Power" can mean the person bullying is older, bigger, stronger, or more popular.

PACER's National Bullying Prevention Center.
The End of Bullying Begins with You.

After students identify what the problem is, it is easier for us as parents and educators to take the appropriate steps to problem solve the situation. Most often, the problems students experience falls under conflict. Bullying is of course much more serious, and may require different interventions. [source](#)

STRATEGIES TO COPE WITH BULLYING

"THE BIG TEN"

AVOID THE AREA

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

BE ASSERTIVE

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

FIND A FRIEND

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

GET BUSY

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

GET HELP

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

INCLUDE OTHERS

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

MAKE A PLAN

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

OWN IT

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

USE SELF TALK

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

USE HUMOR

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

STRATEGIES TO COPE WITH BULLYING

"CARE" & "STEPS TO RESPECT"

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

CREATE A SOLUTION

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

ADULT HELP

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

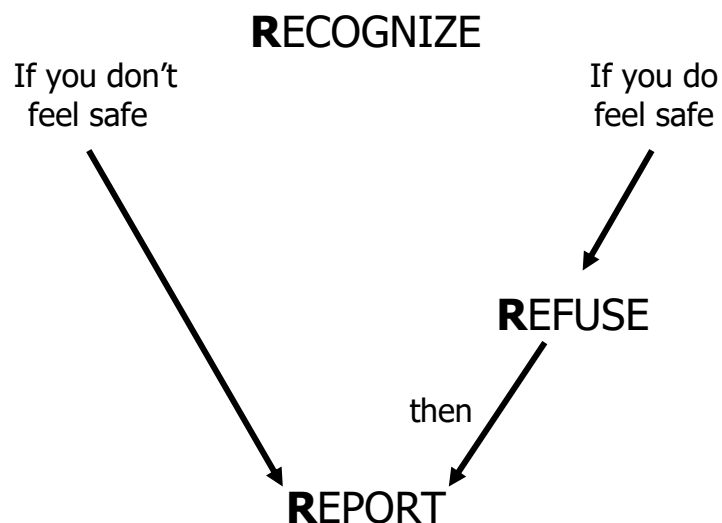
RELATE AND JOIN/RESCUE

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

EMOTIONAL RESPONSE

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

STEPS TO RESPECT: The 3 Rs of Bullying



NONDISCRIMINATION POLICY

Anyone may file a complaint against the district alleging that the district has violated antidiscrimination laws. This complaint procedure is designed to assure that the resolution of real or alleged violations are directed toward a just solution that is satisfactory to the complainant, the administration and the board of directors. This grievance procedure will apply to the general conditions of the nondiscrimination policy (Policy No. 3210) and more particularly to policies dealing with guidance and counseling (Policy No. 2140) co-curricular program (Policy No. 2150), the service animals in schools (Policy 2030) and curriculum development and instructional materials (Policy No. 2020). As used in this procedure:

- A. "Grievance" means a complaint which has been filed by a complainant relating to alleged violations of any state or federal anti-discrimination laws.
- B. "Complaint" means a written, signed charge alleging specific acts, conditions or circumstances, which are in violation of the anti-discrimination laws.
- C. The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005. Complaints may be submitted by mail, fax, e-mail or hand-delivery to any district, school or to the district compliance officer responsible for investigating discrimination complaints. Any district employee who receives a complaint that meets these criteria will promptly notify the compliance officer.
- D. "Respondent" means the person alleged to be responsible or who may be responsible for the violation alleged in the complaint.

The primary purpose of this procedure is to secure an equitable solution to a justifiable complaint. To this end, specific steps shall be taken. The district is prohibited by law from intimidating, threatening, coercing or discriminating against any individual for the purpose of interfering with their right to file a grievance under this policy and procedure and from retaliating against an individual for filing such a grievance.

Informal Process for Resolution

Anyone with an allegation of discrimination may request an informal meeting with the compliance officer or designated employee to resolve their concerns. Such a meeting will be at the option of the complainant. If unable to resolve the issue at this meeting, the complainant may submit a written complaint to

the compliance officer. During the course of the informal process, the district must notify complainant of their right to file a formal complaint.

Formal Process for Resolution

Level One: Complaint to District

A complaint must set forth the specific acts, conditions, or circumstances alleged to be in violation. Upon receipt of a complaint, the compliance officer will investigate the allegations within 30 calendar days. The officer will provide the superintendent with a full written report of the complaint and the results of the investigation.

The superintendent or designee will respond to the complainant as expeditiously as possible, but in no event later than 30 calendar days following receipt of the written complaint unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date at the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.

The decision of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) whether the district has failed to comply with anti-discrimination laws; 3) if non-compliance is found, corrective measures the district deems necessary to correct it; and 4) notice of the complainant's right to appeal to the school board, and the necessary filing information. The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.

Any corrective measures deemed necessary shall be instituted as expeditiously as possible, but in no event later than 30 calendar days following the superintendent's mailing of a written response to the complaining party unless otherwise agreed to by the complainant.

Level Two – Appeal to the Board of Directors

If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors by filing a written notice of appeal with the secretary of the board within ten (10) days following the date upon which the complainant received the response.

The board shall schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause. Both parties shall be allowed to present such witnesses and testimony as the board deems relevant and material. Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision. The decision of the board will be provided in a language the complainant can understand, which may require language assistance for complainants with limited English proficiency in accordance with the Title VI of the Civil Rights Act. The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three – Complaint to the Superintendent of Public Instruction

If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.

A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.

A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-discrimination laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board. Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with

RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.

All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Mediation

At any time during the discrimination complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the discrimination complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be sued to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not: 1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an

employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Preservation of Records

The files containing copies of all correspondence relative to each complaint communicated to the district and the disposition, including any corrective measures instituted by the district, shall be retained in the office of the compliance officer for a period of six years

SEXUAL HARASSMENT OF STUDENTS

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Staff Responsibilities

- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator/Director of Human Resources so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Director of Human Resources for evaluation.
- The Director of Human Resources should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to the Director of Human Resources at 25720 Maple Valley Black Diamond Rd. S.E., Maple Valley, WA 98038, telephone number 425-413-3400. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district's investigation.

The following process will be followed:

Filing of Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator/Director of Human Resources may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator/Director of Human Resources may also conclude that the district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator/Director of Human Resources at 25720 Maple Valley Black Diamond Rd. S.E., Maple Valley, WA 98038, telephone number 425-413-3400, fax number 425-413-3455. Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

- The Title IX Coordinator/Director of Human Resources will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of

an investigation. When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

Superintendent Response

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed ; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

Level Two - Appeal to Board of Directors

Notice of Appeal and Hearing

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors , by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

Board Decision

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

Level Three - Complaint to the Superintendent of Public Instruction

Filing of Complaint

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

Investigation, Determination and Corrective Action

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review. OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.
- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

Level Four - Administrative Hearing

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty

(30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

Other Complaint Options

Office for Civil Rights (OCR), U.S. Department of Education

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

Training and Orientation

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment.

Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents.

As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

Policy and Procedure Review

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.



Family Educational Rights and Privacy Act (FERPA)
Annual Notice for Disclosure of School Directory Information

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires school districts, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child’s educational records. However, the school may disclose some student information without written consent when the information is designated “Directory Information” unless you have advised the district to the contrary in accordance with district procedures.

The Tahoma School District has included, but is not limited to, the following as Directory Information:

Student name	Degrees, honors & awards received	Grade level/dates of attendance
Address	Most recent educational agency or institution attended	Photograph/video
Phone number	Participation in school-sponsored activities and sports	Email address
Date/place of birth	Weight and height of members of athletic teams	Major field of study

The primary use for Directory Information by the district is to include this type of information in certain school publications. It is generally not considered harmful or an invasion of privacy if released. Examples of school publications include, but are not limited to:

- A playbill or program, showing your child’s role in a drama or school production
- The annual yearbook
- Honor roll or other recognition lists published at school or in the newspaper
- Graduation program
- Sports statistics listed in programs, such as football, which may include height and weight of team members
- Electronic media, such as a school or district website
- School District publications and photographs
- News releases

Directory Information can also be disclosed to outside organizations without a parent’s prior written consent. Outside organizations include, but are not limited to:

- Other schools the student is seeking to attend (transcripts, etc.)
- Yearbook publishers and class ring manufacturers
- State or federal authorities auditing, evaluation programs or enforcing state or federal laws
- A court by order of a subpoena

Two federal laws require school districts that receive federal assistance to provide military recruiters, upon request, with three Directory Information categories (names, addresses & telephone numbers) unless parents have notified the district that they do not want their child’s information disclosed without their prior written consent (secondary students only -- please refer to Access to Student Information by Military or College Recruiters Form)

If you **DO NOT** want the district to disclose Directory Information about your child without your written consent, you must notify the school in writing by the end of September. Your request will be on file through the current school year and will need to be completed annually. Contact the school office to request an exclusion form.

Dear WILDCAT Families,

Our **Student/Parent Handbook** has been updated for this school year at Lake Wilderness Elementary! You can review it, in all its WILDCAT glory, on our school webpage <https://lakewilderness.tahomasd.us/>

It is a state requirement to have every student and parent review this handbook. Please initial and sign this return slip, and return it to the student's teacher to keep on file.

If you do not have Internet access, or cannot access the handbook on our homepage for another reason, please check the box below and your child's teacher will send a paper copy home in your child's backpack.

STUDENT/PARENT HANDBOOK RETURN SLIP

Special places of note in the Lake Wilderness Elementary Student Handbook:

	Student Initials	Parent Initials
The LWES Wildcat Way! (p. 5)		
Details on hats at school (p. 26)		
The "no toys from home" rule (p. 25)		
School Attendance policy (p. 23)		
The Behavior Management Plan Components (begins p. 30)		
Harassment, Intimidation, and Bullying (p. 38)		
Student Privacy Guidelines (FERPA) (p. 58)		

.....
 I would like to request a paper copy of the Student/Parent Handbook be sent home with my child.

Student Signature

Date

Parent Signature

Date

Please return this slip to your child's teacher.

