



**Robert Frost Elementary School
11801 NE 140th Street
Kirkland, WA 98034
Phone (425) 936-2560
Safe Arrival (425) 936-2561**

**Student/Parent Handbook
2011-2012**

Welcome to Robert Frost Elementary!

Dear Students and Parents,

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

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

We are excited and looking forward to working with the staff, parents, guardians, students and community at Robert Frost Elementary during the 2010-2011 school year! Together we can make this a wonderful and challenging place for your child's education.

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

The Frost Staff

Robert Frost Elementary School Mission Statement

- Our school environment is physically and emotionally safe for students and staff.
- Individual differences and cultural diversity are honored among students and staff.
- The state standards and district profile define the curriculum by which we guide students to reach high levels of student achievement.

Vision Statement

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

About Robert Frost Elementary School

Robert Frost Elementary School opened in January, 1969, and was the first "Open Concept" school in the Lake Washington School District. Four large classroom "pods" each had four teaching stations. Groups of students could be combined for team teaching and students rotated through several teachers for different subjects. In 1977 a fire destroyed half the classrooms and the gym. During reconstruction the classrooms were enclosed with fixed walls and movable partitions. In addition to the main building, a new classroom wing was completed in the summer of 1992. This building had six classrooms, offices for the school counselor and psychologist, work rooms, a conference room, and store rooms. Our brand new building opened in August 2009. We are now in our second year in our new building. It is truly a beautiful school, fitting in with its Pacific Northwest setting and displaying many of Robert Frost's poetic themes. The building features grade level classrooms clustered around a shared learning space, providing flexibility in learning environments. As a staff, we are very much looking forward to working with your students in our new home!

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

Robert Frost Elementary Staff Roster – 2011-2012

Principal: Toby Brenner
Office Manager: Liz Kauhane
Student Secretary: Nancy Miller
Lead Custodian: Albert Karok
Night Custodian: Victor Roman

Para-educators:

Judy Kerns
Lorlie Mantie
Janine Tachell
Lorrie Uribe

Instructional Assistants:

Karin Brown
Bev Grohn
Barb Middaugh
Linda Polverari
Sonia Taft

Academic Support:

ELL: Meena Nair

Safety Net:

Ann Dougherty
Sharon Gossett
Karen Knerr
Jeanne Thomas

Psychologist: Susan Dineen

Counselor: Stephanie Marshall

Nurse: Agatha Abekah

Specialists:

Library: Lisette Cauble

Music: Katie Sikorra

P.E.: Shelby Wiegand

Special Education:

Medically Fragile Program: Joyce Ellis

Resource Room: Heidi Peltier

Speech/Language Pathologist: TBD

Occupational Therapist: Jeanne Goldbloom

Physical Therapist: Kimberly Vinc

All Day Kindergarten:

Kim Beckwith
Roy Kindelberger

AM/PM Kindergarten:

Jeffrey Erickson

First Grade:

Amy Marlar
Cathy Neir
Andrea Planellas

Second Grade:

Josephine Penaranda
Sarah Poulin
Becky Wyckoff

Third Grade:

Dan Mason
Teresa Pellett

Fourth Grade:

Stacey Peterson
Judy Simonson

Fifth Grade:

Noreen Bylsma
Kevin Olson

Sixth Grade:

Peggy Solum
Kristi Young



Daily Schedule Monday, Tuesday & Thursday, Friday		Daily Schedule Wednesday	
8:30	Student breakfast begins	8:30	Student breakfast begins
8:55	First bell rings-building open	8:55	First bell rings-building open
9:00	Tardy bell-class begins	9:00	Tardy bell-class begins
9:00-11:40	AM Kindergarten	9:00-10:55	AM Kindergarten
10:20-10:30	K-3 recess	10:20-10:30	K-3 recess
10:30-10:40	4-6 recess	10:30-10:40	4-6 recess
11:20-11:50	K-2 lunch recess	11:20-11:50	K-2 lunch recess
11:50-12:15	K-2 lunch	11:50-12:15	K-2 lunch
11:50-12:20	3-4 lunch recess	12:05-2:00	PM Kindergarten
12:20-12:45	3-4 lunch	11:50-12:20	3-4 lunch recess
12:20-12:50	5-6 lunch recess	12:20-12:45	3-4 lunch
12:50-1:15	5-6 lunch	12:20-12:50	5-6 lunch recess
12:50-3:30	PM Kindergarten	12:50-1:15	5-6 lunch
2:10-2:20	K-3 recess	2:00	School dismissal
2:20-2:30	4-6 recess		
3:30	School dismissal		

Arrival at School

Only students buying breakfast may arrive at 8:30 a.m., and they must be in the Lunch Room. Adult playground supervision begins at 8:45 a.m., and students may not be on the playground before this time. When the 8:55 a.m. bell rings, students may enter the building. All students should be in their classroom at 9:00 a.m.

Attendance

We will write tardy/admit slips beginning at 9:00 a.m. per the school clocks. Our principal will review a monthly report for absenteeism and tardiness issues. **At 5 tardies/absences** in a trimester or if a teacher has significant concerns, classroom teachers will be notified and asked to make contact with the families, explaining the educational impact on the student, teacher and classmates. When contact has been made, classroom teachers should notify the school counselor. If there is not improvement and tardies or absences remain at 15% or greater there will be another letter requiring parents to make an appointment with the principal. If tardiness or absenteeism continues to be an issue, a letter will be sent requesting a meeting with the LWSD BECCA representative, parent, student and principal. There may be some exceptions to this such as a student who takes a planned trip with parents.

Vacation Homework Policy

Family vacations are special times, but we ask that you please consult the school calendar when making your vacation plans. Student achievement and classroom attendance are positively related. We cannot duplicate what happens in the classroom by only making up written work. Often written work is practice or an extension of what is taught and discussed during the lesson in class. Those assignments that can be completed outside the classroom environment will be accumulated and saved by the teacher for your student. The student will complete them upon their return, at home with parental assistance. Although every effort will be made to see that your child gains the needed learning, teachers are not required to assemble packets for such absences.

The Washington attendance law, the BECCA bill, <http://www.wsipp.wa.gov/rptfiles/BeccaTruancyES.pdf> requires students by law to be in school. This law can apply to elementary school aged students when they are excessively absent even if they are excused. *Washington State law requires that all children, from age 8 to 17, attend school. This law also applies to children ages 6 and 7 if the parent enrolls the child in public school. Regular attendance is a major factor in determining a child's success in school and helping them to perform well academically.* Although missed assignments can be made up, nothing can replace valuable in-class instruction. We understand that there is the occasional vacation and/or circumstance that take students out of school, but we ask that you think about the repercussions of students missing this time and instruction in class. When students are not in school they miss valuable instruction. Missed assignments may be provided following the absence for completion with parent support. Teachers are not expected to create additional assignments or remedial instruction for students who miss school as a result of vacation scheduled during school time.

BECCA Law * Bell Schedule * School Arrival * Attendance

Bicycles and Scooters: Students in grades 3-6 only are allowed to ride their bike or scooter to school. Students who ride bicycles or scooters to school must have their parents complete the permission form available in the office and follow the rules outlined in the permission form. Bikes and scooters may not be brought into the building, must be parked in the bike racks, and locked with a lock provided by the student. Each rider must have their own lock. Every rider must also use an approved helmet. Bikes and scooters must be walked on and off the school grounds, and in the crosswalks.

Cell Phones and Other Electronics: If students bring cell phones and other electronic devices (including MP3 players, video players, handheld games and cameras) to school, they must remain turned off and out of sight while on school grounds, including crosswalks supervised by adult crossing guards or student Safety Patrol. Students who have electronic devices turned on or visible will have the device(s) confiscated by staff. The device(s) may be picked up by a parent or guardian. Continued infractions of this policy will result in third or fourth level discipline actions as outlined in the “Leaning Environment and Behavior Plan” section of this Handbook. The school is not responsible for any lost, stolen or damaged electronic devices.

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

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

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

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



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

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

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

Lunch Program: Lunches may be purchased in the office at the beginning of the day or during the lunchtime. Prices for the lunch program are printed on the lunch menus that go home with the students each month. Frost also has a breakfast program, which begins at 8:30 a.m. Reduced rate and free lunches are available for families who qualify. Forms are sent home in first day packets and are available in the office. If children forget lunch money, students can receive an emergency lunch. These must be repaid the next day, as there is a limit to how many emergency lunches can be given.

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

Parties: Party invitations may not be distributed at school, recesses, or before and after school. If you wish to bring treats for birthdays, please first check with the classroom teacher. Please do not have flowers or balloons delivered to the school for your child. Due to traffic and student disruption, we do not permit limo pick-up of students from the school parking lot.

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

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

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

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

Report Cards: Students in grades K-6 will receive report cards twice a year, in January and June. Copies of the Student Grading Procedures may be obtained upon request. There will be a Parent/Student Goal Setting conference with the teacher in October, and a Parent/Student conference January 31-February 3.

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

Ability to listen
Independent work habits
Success while working with others in group activities
Attitude toward suggestions or comments by the teacher

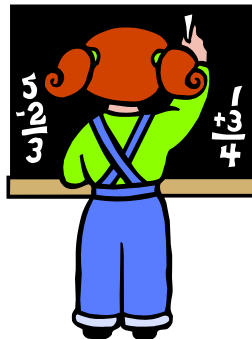
Skateboards, Roller Blades and Roller Skates: Due to safety and liability concerns, the district does not allow skateboards, roller blades and roller skates at school; therefore, students must leave them at home.

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

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

Transportation: Parents should drop off and pick up students in the parent pick up loop. This enables the parking lot to be used by school buses, day care vans and pedestrians only. We also ask that drivers observe the posted school zone speed limit. Robert Frost has a Safety Patrol consisting of students in 5th and 6th grade (4th graders start in the spring). Pedestrians and drivers are expected to follow the directions of the Safety Patrol and adult crossing guards.

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



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

OUR EXPECTATIONS OF PARENTS

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

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

MAINTAIN OPEN COMMUNICATION WITH YOUR CHILD'S SCHOOL

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

PROVIDE YOUR CHILD WITH HIS/HER BEST OPPORTUNITY TO LEARN

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

Frost Offers a Variety of Programs to Support Student Success:

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

District Gifted Program

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

Teaching and Learning Framework

Teaching and Learning Framework information is available at the District's website – www.lwsd.org. From the home page, click on the "For Parents" tab, then "Teaching and Curriculum" on the left hand side of the Parent page. We believe that this information clearly communicates the curriculum in grades K-12. We are working as a team to educate each child. The district's website will give you important curriculum information. Below is a brief summary:

The Teaching and Learning Framework has been designed with three purposes in mind:

- to acknowledge the importance of the concepts, content and skills that students learn in each discipline and across disciplines;
- to help teachers create meaningful learning activities and classroom assessments;
- to be used as the basis to design a districtwide assessment of student learning at all grades.

The Teaching and Learning Framework is:

- a guide for designing lessons that incorporate effective learning and teaching strategies;
- a presentation of topics, concepts and skills that form the basis of learning, teaching, and assessment; and
- a support to teachers as they use a variety of teaching methods to provide high quality learning experiences for each and every student.

The Teaching and Learning Framework is not a set of:

- detailed lesson plans;
- directives for uniform programs or tests, or
- mandates for specific methodologies or programs

These frameworks promote inquiry and scholarship. They describe an approach to developing meaningful learning activities that teach students to apply the knowledge and skills learned in their classrooms to their lives outside of school. The Teaching and Learning Framework offers insight into how teachers can provide connections between learning in the classroom and involvement in the community. The Framework, inspired by the Student Profile, envisions a system of education that will create life-long learners who can lead productive and meaningful lives, and who will be responsible decision-makers in a democratic society.

Robert Frost Homework Policy

Homework Guidelines:

- **Homework can be an important extension of classroom learning.** Homework will be assigned to students to help them practice and review skills taught in class, as enrichment and extra credit, or for students to finish work not completed in class or missed due to student absence.
- **Completing homework is the responsibility of the student.** In grades K-2, if there is homework, it will be in the child's take-home folder. In grades 3 through 6, daily homework assignments will be recorded in the Student Agenda. Assignments will cover only material which has been previously taught so students will have the skills needed to complete the homework independently. Long term projects, such as reports, will also be written in the Student Agenda. Teachers will assign these projects weeks in advance of the due date.
- **We highly recommend that students and their families read together every night.** If there is no assigned reading, students may read a book of their choice, a magazine or newspaper.
- **If students do not have a daily homework assignment, they can still spend that time learning!** The suggested homework time should be spent practicing spelling words, practicing math facts or researching topics of interest with books or the computer.

Parental Support:

Parental support and encouragement is very important as students learn organizational and study skills.

Parents can help students by:

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

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

Grade	Reading	All other homework
K	15 minutes/4 nights a week	15-30 minutes M, T,W,TH (includes reading time)
1	15 minutes/4 nights a week	15-30 minutes M, T,W,TH (includes reading time)
2	15 minutes/4 nights a week	15-30 minutes M, T,W,TH (includes reading time)
3	15-25 minutes/4 nights a week	30-45 minutes M, T,W,TH (includes reading time)
4	30 minutes/4 nights a week	45-60 minutes (in ADDITION to reading time)
5	150 minutes/week	45-60 minutes (in ADDITION to reading time)
6	3 hours/week	45-60 minutes (in ADDITION to reading time)

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

Homework Policy

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

Make-Up Opportunities

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



Frost's Learning Environment and Behavior Plan

At Robert Frost Elementary, our goal is to provide a learning environment in which each child develops a positive self-concept and productive relationships with others. To achieve this, each student should have the following Peace Goals as their right and responsibility.

Robert Frost School is a Peace Goals School. We encourage students, staff and community to work together to promote peace. Students and staff are encouraged and expected to live by the five Peace Goals:

Praise People

Give Up Put Downs

Seek Wise People

Notice Hurts/Right Wrongs

Help Others

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

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

First Level Discipline Action (Verbal Warning)

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

Second Level Disciplinary Action (Removal)

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

Third Level Disciplinary Action (Loss of Privileges)

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

Learning Environment and Behavior Plan

Fourth Level Disciplinary Action

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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



Robert Frost School Wide Behavior Expectations

Responsible Before and After School Behavior

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

1. Go directly to the playground when arriving at school.
2. Walk around the building to the playground. Do not enter the building.
3. You must have a pass to be in the building before or after school.
4. When the 8:55 a.m. bell rings, line up right away and wait for your teacher.
5. At the end of the day, depart quietly by 3:40 p.m.
6. If your parents pick you up, meet them on the blacktop or parent pick up loop.
7. If you take a day care van or need to meet your day care, meet at the van pick up area.

Responsible Hallway and Lunch Line Behavior

Goal: The hallways of Robert Frost Elementary will be a safe and quiet environment where people interact with courtesy and respect.

1. Walk slowly in a straight line on the right side of the hall.
2. Use quiet speaking voices.
3. You need to use a pass when out of your classroom.
4. If an adult asks to speak with you, stop and talk with that person.
5. You should stay outside during recess and not be in the halls.
6. Hands and feet to yourself.
7. No touching art work on walls, doorways or ceilings.
8. Teacher will accompany their class during whole class transitions, i.e. to specialists.

Responsible Lunch Room Behavior

1. Use quiet speaking voices.
2. If an adult asks to speak with you, stop and talk with that person. Follow the directions of the adults.
3. Hands, feet and utensils to yourself.
4. No saving seats unless assigned to do so by a teacher.
5. Food and beverages are for eating and drinking only.
6. Use table manners appropriate to eating in a restaurant or any other public place.

Responsible Restroom Behavior

Goal: The restrooms at Robert Frost Elementary will be clean and safe.

1. You must use a restroom pass during class, recess times and before school.
2. Use restrooms appropriately and leave them clean.
3. Put toilet paper in the toilet. Put all other paper in the garbage.
4. Flush the toilet.
5. Leave the stalls unlocked after use.
6. Wash your hands.
7. Leave the restroom as soon as you finish and return to class.
8. Use a quiet voice in the restroom.

Responsible Indoor Recess Behavior

Goal: Students will play quietly inside during rainy recesses.

1. When recess is in the classroom, you may do teacher-designated activities with appropriate noise level.
2. You must get permission from an adult and use a pass to leave the classroom or use the restroom.
3. If you have a pass to go to the library, go directly to that location using responsible hallway behavior. When recess is over, return in the same manner.
4. Clean up your things at the end of recess.

Responsible Playground Behavior

Goal: Students will play safely in all games and with all equipment.

1. Play safely.
2. No rough playing or pretend fighting.
3. Solve problems peacefully using your words.
4. Get help from a playground adult to solve problems.
5. Stay outside in the morning before school and during recess, unless you have a pass.

Learning Environment and Behavior Plan

-continued-

6. Leave rocks, bark, sticks and pinecones on the ground.
7. Throw only playground balls.
8. Stay on the playground and out of bushes, trees, driveways, or conservation areas.
9. Take turns on equipment.
10. No gum or food on the playground.
11. No walkman radios, electronic games or any other electronics on the playground.
12. When a student is injured, report it immediately to an adult. Do not touch or try to move an injured student.
13. When the bell rings, stop what you are doing, hold playground equipment and walk to the building.
14. Stay within grade level boundary lines.
15. Only bring equipment from home that is similar to classroom-issued equipment. Put your name on equipment from home.
16. If an adult asks to speak with you, stop and talk with that person.
17. Use Nerf footballs only—no rubber footballs.
18. Playshed rules

<ul style="list-style-type: none"> -rubber balls and basketballs only -wall ball may be played inside or outside -balls can be bounced only against the playshed walls, not the school 	<ul style="list-style-type: none"> -no soccer or kicking games in playshed -no kicking or throwing any balls over playshed roof -no foursquare in playshed -no tag in playshed
---	--

Responsible Bus Line and Day Care Van Line Behavior

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

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

Dress Code

To help foster a positive attitude and respect for the learning environment, our students are expected to display personal cleanliness, neatness and appropriate attire. We have incorporated the expectations from Kamiakin Junior High School's dress code so the expectations for dress are consistent for our students in kindergarten through ninth grade. Students are expected to wear clothes that are neat, clean and suitable for school and all school related activities. Clothing that interferes with and/or distracts from the educational process will be subject to review. Objectionable graphics, drug, alcohol or tobacco advertising, are not allowed. No hats (including visors, bandanas or sweatbands) inside the building. No sunglasses.

Pants: Pants and shirts should be worn so that tummies and undergarments are not exposed. If a belt is worn, excess belt may not hang below waist. Deliberately torn or ripped pants are not allowed, though we do understand that elementary age students might rip their pants by accident during the course of the school day. Wallet chains are not allowed.

Shorts: Shorts must be hemmed and must extend in length at least to the fingertips.

Dresses and Skirts: Dresses and skirts must extend in length at least to fingertips. If there are slits or an uneven hemline, the slits or shortest part of the hemline must begin below the fingertips.

Shirts: Shirts should be worn so that tummies and undergarments, including undergarment straps, are not exposed. No tank tops with thin straps or spaghetti straps. Shirts for 5th and 6th grade students must be 3 inches across the shoulder, which is consistent with Kamiakin Junior High's dress code. Because our younger students wear smaller clothing, measurement across the shoulder may be smaller than 3 inches, but straps should be substantial enough that the shirt is not a tank or spaghetti strap top.

Behavioral Expectations of Students

Lake Washington School District intends that all students, teachers, administrators, and parents have access to and an understanding of the state laws, statutes, and codes that govern student rights, responsibilities, student discipline, and due process. This handbook provides some of the laws and regulations, along with a summation of district policy. The complete policies are contained on the District website. Students in our schools generally exhibit positive behavior. We believe that student development occurs best within an atmosphere of mutual respect, and therefore any behavior that undermines this respect cannot be allowed. Teachers, administrators, and staff will not tolerate any behavior that materially interferes with or is detrimental to the orderly operation of school, school-sponsored activities, or any other aspect of the educational process. School jurisdiction and authority include student conduct to and from school, at school, at bus stops, on busses, and at any school sponsored activity. Also included in the school's jurisdiction is any off-campus student speech or activity which school authorities have reason to believe will interfere with the learning environment of the school or impinge on the rights of other students or staff at school. Such acts, including but not limited to those listed in this handbook, shall be subject to discipline, including possible suspension and/or expulsion from school, and /or referral to law enforcement authorities.

Student Rights and Responsibilities

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

Rights

- Students have the right to a safe environment free from intimidation, sexual harassment, and assault.
- Students have the right to a productive learning environment.
- Students have the right to clean and safe classrooms, hallways, and lunchrooms.
- Students have the right to safe passage to and from school and while on campus.
- Students have the right to expect staff to help solve their problems.
- Students have the right to engage in the grievance process.
- Students have the right to remain anonymous when reporting a violation of school rules.
- Students have the right to engage in respectful speech that expresses their thoughts and opinions as long as it is not disruptive to the educational environment.
- Students have the right to actively participate in a problem-solving process in order to facilitate successful closure.
- Students have the right to exercise freedom of expression as part of the instructional process. However, this right is subject to reasonable limits and may not be used to disrupt the educational environment or interfere with the rights of others.

Responsibilities

- Students are responsible for their own behavior.
- Students are responsible for respecting the property of other people and school property.
- Students are responsible for attending school and all classes daily and on time.
- Students are expected to exhibit conduct which is courteous, cooperative, and responsible, and which displays regard for the safety and welfare of others, including students, staff, and substitutes at school and at all school-related activities.
- Students are responsible for being prepared for class (i.e. bringing appropriate and necessary materials and books to class on a daily basis).
- Students are responsible for informing staff of behavior which may be harmful to an individual or themselves.
- Students are expected to make a determined effort to learn.
- Students are expected to follow the instructions of teachers and other school staff.
- Students are expected to dress appropriately for school in ways that will not disrupt the learning environment or cause safety or health problems.

Progressive Discipline

The school encourages progressive discipline to correct undesirable/unacceptable behavior, attendance, or attitude problems whenever reasonably possible. Progressive discipline is the process used to correct student behavior problems and teach the student to function in an acceptable manner.

Progressive discipline attempts to relate the imposed disciplinary action or intervention to the severity of the offense and the number of times that offense (or accumulated offenses) has occurred. Students who violate a rule the first time face disciplinary action commensurate with the violation. Second violations will result in stronger disciplinary action. Repeated violations may result in severe disciplinary action or suspension. At each intervention step, the intention is to assist the student in identifying the problem, understanding what new behavior is necessary, and encouraging him/her to accept responsibility for his/her actions.

The goals of the progressive discipline approach in the Lake Washington School District are to encourage students to:

- Correct inappropriate or unacceptable behavior;
- Develop better understanding of the problem and the need for behavior change;
- Accept responsibility for their actions;
- Make the necessary or desirable change in their behavior;
- Provide an opportunity to demonstrate improvements and personal growth, and;
- Plan for and make appropriate choices conducive to school success and future readiness.

Discipline procedures range from conferencing with students, parents and/or guardians to suspension and expulsion. Definitions related to these different options include:

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

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

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

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

Students who create a disruption of the educational process in violation of our building standards may be excluded from a classroom for all or any portion of the school day. Students may be excluded for longer periods if they repeatedly disrupt the learning of other students. Students who repeatedly violate school policies are a concern, and the frequency with which they violate school rules is often of equal or greater concern than individual violations. Because of this, discipline is based on the cumulative effects of these acts.

While administrators normally apply the concept of progressive discipline in working with students to bring about changes in inappropriate/unacceptable behavior, there may be situations where progressive discipline is not appropriate and prudent. In such cases, Lake Washington School District reserves the right to immediately suspend or expel where exceptional misconduct is involved (i.e. conduct that is so frequent or serious in nature, in terms of the disruptive effect upon the operation of the school, as to warrant an immediate suspension or expulsion). This may also apply to students who have committed serious violations or acts in the community and may pose a threat or disruption to other students at school. A suspension from school may be appealed. The student will be informed of the appeal process at the time a suspension occurs. Parents will be notified of the suspension by mail.

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

Alcohol, Drug and Tobacco-Free School

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

Dangerous Weapons

Possessing, using, transferring, or transporting any object that could reasonably be considered a firearm or dangerous weapon or possessing any exploding item device or substance that would be capable of producing bodily harm or cause damage to property or disruption of the educational process is strictly prohibited. Violation of this rule is considered serious to the safety and welfare of both the student who violates it and others in the District and such a disruption to the educational process that emergency expulsion will always be immediately enacted. By law, we are required to notify the local law enforcement agency of a violation of this rule. Also by law, in the case of possession of a firearm, we are required to expel the student. The duration of the expulsion will be at least one school year and may be permanent.

Human Dignity

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

Non-Discrimination

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

Harassment

Because all employees and students have the right to work and learn in a non-intimidating environment, harassment will not be condoned or tolerated in the district. Harassment of any employee or student on the basis of individual differences, including but not limited to gender, religion, race, color, national origin, sex, age, creed, ancestry, religion, military status, ethnic background, disability, physical condition, sexual orientation, including gender expression or identity, marital status, the presence of any sensory, mental or physical disability, or the use of a trained guide dog or service animal by a person with a disability is a serious violation of district and school policy.

Harassment can take many forms and can include bullying, slurs, comments, rumors, “put-downs,” jokes, innuendoes, unwelcome compliments, cartoons, pranks, and/or other verbal or physical conduct relating to an individual which (1) have the purpose or effect of creating and intimidating, hostile, or offensive working or learning environment; (2) have the purpose or effect of unreasonably interfering with an individual’s work performance or education; or (3) otherwise unreasonably affects an individual’s employment or education opportunities.

Sexual Harassment is a type of harassment that occurs when the types of verbal and physical conduct described above are sexual or gender-based in nature or based on sexual orientation and/or gender expression or identity. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed. Sexual harassment is defined as verbal, visual, or physical advances made within the work and school setting and unwelcome by the person. Sexual harassment exists when: (1) submission to the conduct is, either explicitly or implicitly, a term or condition of employment or education; or (2) submission to or rejection of the conduct is used as the basis of an employment or school-related decision affecting such individual; or (3) the conduct unreasonably interferes with the individual’s job or educational performance or creates an environment that is intimidating, hostile, or offensive.

Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, the display of sexually suggestive objects or pictures, or any offensive or abusive physical contact. Harassment, including sexual harassment, does not refer to casual conversations or compliments of a socially acceptable nature. It refers to behavior related to the above definitions which is not welcome, is personally offensive, and which interferes with efficacy or creates uneasiness.

Prevention Strategies: The district will implement a range of prevention strategies, including individual, classroom, school, and district-level approaches to harassment, intimidation, and bullying. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation, and bullying in schools.

Staff Intervention: All staff members shall intervene when witnessing or receiving reports of harassment, intimidation, or bullying. For minor incidents that staff are able to resolve immediately or incidents that do not meet the definition of harassment, intimidation, or bullying, no further action under this procedure may be necessary.

Incident Reporting and Investigative Process: Any student who believes that he or she has been the target of unresolved, severe, or persistent harassment, intimidation, or bullying, or any other person in the school community who observes or receives notice that a student has or may have been a target of unresolved, severe, or persistent harassment, intimidation, or bullying, may report incidents verbally or in writing to any staff member. All staff are responsible for receiving oral and written reports. Whenever possible, staff who initially receive an oral or written report of harassment, intimidation, or bullying shall attempt to resolve the incident immediately. If the incident has been resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation, or bullying, no further action may be necessary. All reports of unresolved, severe, or persistent harassment, intimidation, or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the designee is the subject of the complaint. The steps in filing an Incident Reporting Form and its investigation and corrective measures are set forth in District Policy. A statement summarizing the policy and procedure will be posted and disseminated in each school, on the district's web-site, and reviewed with employees and students on an annual basis.

False Report: To knowingly report false allegations of harassment is a violation of this policy. Persons found to knowingly report false allegations will be subject to appropriate discipline.

Student Searches

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

Exceptional/Serious Misconduct and Discipline

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

<i>Violation</i>	Definition	Consequence *subsequent offenses will incur equal or greater consequences
<i>Arson</i>	Lighting a fire, causing any fire to be started, setting fire to school property, or falsely setting off a fire alarm	1st Offense* <ul style="list-style-type: none"> • EE/LTS • Police Contact • Restitution as Appropriate
Assault (Resulting in Bodily Harm)	Inflicting physical harm, being physically violent, using unwanted force, or demonstrating immediate intent to inflict physical harm. This includes sexual assault.	1st Offense* <ul style="list-style-type: none"> • EE/LTS • Police Contact
Disruptive Conduct/ Behavior	Behavior that materially or substantially interferes with or is detrimental to the orderly operation of school, school-sponsored events or any other aspect of the educational process. Behavior or activities occurring off-campus that cause or threaten to cause a substantial disruption to the educational process on campus or impinge on the rights of the students or staff at school may be subject to discipline.	1st Offense* <ul style="list-style-type: none"> • EE/STS/LTS
Drugs/Alcohol Possession Use Paraphernalia	Possession, use, or being under the influence of drugs/alcohol on school grounds, on school transportation, or during school sponsored events on or off campus. Includes inhalants, prescription drugs beyond a daily dose, over-the-counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any substance represented as such. Possession of paraphernalia or any item that can be used to ingest or conceal drugs or alcohol.	1st Offense <ul style="list-style-type: none"> • EE/LTS • Police Contact • Drug/Alcohol Assessment: includes release of information to administration and follow through with assessment recommendations <p>LTS may be held in abeyance and conditionally reduced to STS/lesser LTS if student fully complies with above assessment procedures</p> 2nd Offense

		<ul style="list-style-type: none"> • EE/LTS • Police Contact
Drugs/Alcohol Sell Buy Transfer	Transfer, sale, sharing, or solicitation on school grounds, on school transportation, walking/riding to school, or during school sponsored events on or off campus. Includes illegal drugs, inhalants, controlled substances, and combinations or amounts of over-the-counter drugs that could be seriously harmful, or any substance represented as such.	1st Offense* <ul style="list-style-type: none"> • EE/LTS • Police Contact
Firearms	Possession, threat to use, or use of a firearm. The District has a policy of no tolerance for firearms.	1st Offense <ul style="list-style-type: none"> • EE/E up to one year • Police Contact • Conference 2nd Offense <ul style="list-style-type: none"> • EE • Police Contact • Permanent Expulsion from LWSD
Harassment, Intimidation, Bullying	Harassment, intimidation, or bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act: <ul style="list-style-type: none"> • Physically harms a student or damages the student's property; or • Has the effect of substantially interfering with a student's education; or • Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or • Has the effect of substantially disrupting the orderly operation of the school. 	1st Offense <ul style="list-style-type: none"> • Conflict Mediation and/or EE/STS/LTS 2nd Offense* <ul style="list-style-type: none"> • EE/STS/LTS
Illegal Acts	A student shall not engage in the commission of any illegal or criminal act that either results or could foreseeably result in injury or damage to self, others, or property. This includes the possession or distribution of illegal images, including sexual images on cell phones or other electronic devices.	1st Offense* <ul style="list-style-type: none"> • EE/STS/LTS • Police Contact

<p>Other Weapons, Explosives, and Dangerous Items</p>	<p>Possession, threat to use, or use of other dangerous weapons (or replica weapons) is prohibited. This includes knives, BB guns, paintball guns, martial arts weapons, explosives, incapacitating agents, laser devices, or any other item which can inflict or threaten substantial harm or which can be perceived by others as a weapon. Principals may pre-authorize use of replica weapons for educational purposes. The District has a policy of no tolerance for weapons.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • EE/STS/LTS • Police Contact <p style="text-align: center;">OR</p> <ul style="list-style-type: none"> • Possible lesser corrective action based on particular facts and circumstances.
<p>Sexual Harassment</p>	<p>Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, or any offensive or abusive physical contact including, offensive jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual, electronic communications (e.g. sexting), or physical conduct, including stalking. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • Conflict Mediation and/or EE/STS/LTS/Police Contact
<p>Threats</p>	<p>To express an intent to inflict injury or cause harm, to intimidate verbally, by use of hand signs, in writing, or on a computer or other electronic device. Words or actions intended to inflict mental or physical harm are not allowed.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact <p>2nd Offense</p> <ul style="list-style-type: none"> • EE/LTS/Police Contact

Other Forms of Misconduct and Discipline

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

<i>Violation</i>	Definition	Consequence <i>*subsequent offenses will incur equal or greater consequences</i>
<i>Academic Dishonesty</i>	Any student who submits work of others represented as his/her own shall be considered to have engaged in academic dishonesty (cheating). Academic dishonesty also includes the unauthorized use of electronic devices, the use of unauthorized material or unauthorized communication of any kind during testing, and the aiding and abetting of academic dishonesty of others.	1st Offense <ul style="list-style-type: none"> • Loss of Credit on Assignment • Parent Contact 2nd Offense <ul style="list-style-type: none"> • Loss of Credit • Parent Contact
<i>Alteration of Records</i>	A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS • Parent Contact 2nd Offense <ul style="list-style-type: none"> • EE/LTS • Parent Contact
Assault	A student shall not threaten injury or attempt to cause physical injury or intentionally behave in such a way as could reasonably be expected to cause physical injury to any person. This includes sexual misconduct (i.e. unwanted touching or grabbing of sexual parts, indecent exposure, or other inappropriate sexual conduct) and intentional spitting.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact 2nd Offense <ul style="list-style-type: none"> • EE/LTS/Police Contact
Attendance/Ttruancy	A student shall not be absent or tardy from classes without an approved excuse. Such a student shall be subject to corrective action or discipline.	<ul style="list-style-type: none"> • Parent Contact • Follow Absentee/Tardy Policy/Becca Referral
Disruptive Conduct/Behavior	A student is not permitted to disrupt the educational process or the orderly operation of a school or a school-sponsored activity. This includes, but is not limited to, blocking building entrances, hallways, stairways, or deliberately disrupting the normal passage of others; and deliberately using any electronic device, including cellular telephones, to cause a disruption.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact • Parent Contact 2nd Offense <ul style="list-style-type: none"> • EE/LTS/Police Contact • Parent Contact

Dress Code	Student dress shall be conducive to the educational environment. A health or safety hazard shall not be presented by the student's dress or appearance; damage to school property shall not result from the student's dress; the student's dress or appearance shall not create material and substantial disruption of the educational process at the school. Student dress shall not be gang-related, nor may it promote illegal activity or activity that violates school regulations.	1st Offense* <ul style="list-style-type: none"> • Change Clothes/Parent Contact/EE/STS/LTS
Endangerment of Others	A student shall not act in a manner that endangers students, staff, or community members.	1st Offense* <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact
Extortion/Blackmail & Coercion	A student shall not extort or attempt to extort any item, information, or money.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS 2nd Offense <ul style="list-style-type: none"> • EE/LTS
Fighting	A student shall not engage in or provoke physical altercation involving anger or hostility. This includes instigating a fight, arranging or contributing to the likelihood of a fight developing, including recording and/or distributing images of the fight.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS/Mediation 2nd Offense <ul style="list-style-type: none"> • EE/LTS
Forgery	A student shall not engage in copying, plagiarizing, falsifying materials, signatures and/or other information or objects.	1st Offense* <ul style="list-style-type: none"> • Parent contact • EE/STS/LTS
Gambling	A student shall not engage in games of chance which involve the exchange of money or other items, or stake or risk money or anything of value on the outcome of something involving chance. A student shall not encourage or coerce other students to gamble.	1st Offense <ul style="list-style-type: none"> • EE/STS • Confiscation of gambling items (e.g. cards, dice, etc.) 2nd Offense <ul style="list-style-type: none"> • EE/LTS

<p>Gang Activity</p>	<p>A student shall not knowingly engage in gang activity on school grounds. A gang is a group of three or more persons with identifiable leadership which, on an ongoing basis, regularly conspires and acts in concert mainly for criminal purposes.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • EE/STS/LTS • Police Contact <p>2nd Offense</p> <ul style="list-style-type: none"> • EE/STS/LTS • Police Contact <p>3rd Offense:</p> <ul style="list-style-type: none"> • EE/LTS/E • Police Contact
<p>Hazing</p>	<p>A student shall not participate in or fail to report known activity that demeans or abuses any student or members or potential members of a team or club.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • EE/STS/LTS
<p>Immediate Danger and Disruption</p>	<p>If a student’s presence poses an immediate and continuing danger to the student (including harm to self), other students, school personnel, or an immediate and continuing threat of substantial disruption to the educational process, that presence is not permitted.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • EE/STS/LTS/P Police Contact/E • Parent Contact <p>Self Harm</p> <ul style="list-style-type: none"> • Parent contact • EE/STS/LTS/ Police Contact according to circumstances
<p>Interfering with School Investigation</p>	<p>Misrepresenting, falsely accusing, concealing evidence, verbally or physically impeding or interrupting an investigatory process involving self or others, or otherwise hindering an investigation of an infraction or crime on campus or at a school sponsored event.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • EE/STS/LTS
<p>Lying</p>	<p>Telling or writing untruths.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • STS <p>2nd Offense</p> <ul style="list-style-type: none"> • STS/LTS
<p>Multiple/Accumulated Offenses</p>	<p>A student may be disciplined for the commission of multiple or accumulated offenses.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • STS <p>2nd Offense</p> <ul style="list-style-type: none"> • STS/LTS

<p>Negative Community Action</p>	<p>Washington State Law provides for the implementation of school discipline for actions performed outside of school that may adversely affect the educational environment of the school. Examples include, but are not limited to, acts of vandalism, theft, assault, drug and alcohol use and sales, inappropriate computer/network behavior, harassment occurring off-campus, including the inappropriate use of e-mail, texting, Skype, or other internet or electronic communications such as to harass or harm others.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact
<p>Theft</p>	<p>A student shall not steal, be involved in stealing, possess without permission, and/or sell with knowledge of or reason to know of stolen property.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact • Restitution for school property <p>2nd Offense</p> <ul style="list-style-type: none"> • EE/LTS/Police Contact • Restitution for school property
<p>Tobacco</p>	<p>A student shall not possess, use, or distribute any tobacco product, or chemicals, devices, or any other tobacco product that has the same flavor or physical effect of nicotine substances.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • Diversion • If not Diversion, then STS <p>2nd Offense</p> <ul style="list-style-type: none"> • STS
<p>Trespass/Loitering/Unauthorized Entrance</p>	<p>A student shall not enter or be present on school property without permission.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • EE/STS/LTS
<p>Unauthorized Use of Cell Phones or other Electronic Devices During Class Time</p>	<p>Cell phones and other personal electronic devices must be turned off and may not be used in classrooms without teacher authorization.</p>	<p>1st Offense</p> <ul style="list-style-type: none"> • Confiscation for the day <p>2nd Offense*</p> <ul style="list-style-type: none"> • Confiscation; device returned only to parent/guardian
<p>Unauthorized Use of Equipment</p>	<p>Computers and other equipment shall not be used in classrooms without teacher authorization. Photographs, video, and audiotapes may not be published without permission. Inappropriate materials or websites may not be accessed or displayed.</p>	<p>1st Offense*</p> <ul style="list-style-type: none"> • Confiscation for the day • STS/LTS • Restriction of tech privileges

Vandalism	Destruction, damaging, or defacing of school or personal property is not allowed. This includes tampering with equipment or supplies or displacing property.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS/Police Contact/Restitution/CS/E 2nd Offense <ul style="list-style-type: none"> • EE/LTS/Police Contact/Restitution/E
Vulgar or Lewd Conduct/Profanity	Any lewd, indecent, vulgar, profane, or obscene act or expression is prohibited. This includes swearing, spitting, and obscene gestures, photographs, and drawings, including electronic communication.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS 2nd Offense <ul style="list-style-type: none"> • EE/LTS
Willful Disobedience/Disrespect	Failure to follow reasonable requests and directions of school staff or acting in a disrespectful manner.	1st Offense <ul style="list-style-type: none"> • STS 2nd Offense <ul style="list-style-type: none"> • STS/LTS
<i>Short-Term Suspension (STS) Long-Term Suspension (LTS) Emergency Expulsion (EE) Community Service (CS) Expulsion (E) *subsequent offenses will incur equal or greater consequences</i>		

Computer and Internet Code of Conduct

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

1. Protect your logon information from others. Do not use others' passwords.
2. Exercise good judgment.
3. Respect district property and be responsible in the use of the equipment. Do not destroy, modify or abuse the hardware or software in any way. Do not delete or add software or peripheral equipment to district computers without permission.
4. Be a good digital citizen.
 - Do not use district computers for illegal, harassing, vandalizing, inappropriate or indecent purposes.
 - Do not use the Internet to access or process pornographic or otherwise inappropriate material.
 - Be ethical and courteous. Do not send hate, harassing, or obscene mail; text or images; libelous, scandalous or discriminatory remarks; or demonstrate other antisocial behaviors. Such communications may be subject to school discipline, legal action, and/or police contact.
 - District computers may not be used to interfere or disrupt other users, services or equipment, including distribution of unsolicited advertising (spam), propagation of viruses, or distribution of large quantities of information (chain letters, network games or broadcasting messages).
 - Use district computers for educational purposes only. No commercial or political activity is allowed.
5. Be academically honest. Do not assume that because something is on the Internet that you can copy it.

Technology Code of Conduct

1. Students are expected to follow the *Internet Code of Conduct* and the *Computer User Agreement and Release Form*.
2. All district provided computers will be used for school use only.*
3. Students are expected to leave games and other applications at home.*
4. Computer labs will only be used when a staff member is present.*
5. Students will leave food and beverages outside the computer lab and away from netbooks at all times.*
6. Students will clean up the computer's desktop (close all windows) upon leaving.*
7. Monitor positions are not to be changed.*
8. Students will not hide windows / close lids, clear desktops, or turn off computers when staff approach them.*
9. Students will not disturb other computer users.*
10. Students will not remove applications from the Hard Drive.**
11. Students will not install/download or use any personal software, peripheral, or hardware without prior approval from staff.***
12. Students will not vandalize or steal school equipment.***
13. Students will not alter internal components of the computers.***
14. Students will not attempt to circumvent or disable district security and/or filtering systems.***

<p>* Warning – may be asked to leave lab for remainder of day ** Removal from lab and loss of computer privileges for one week *** Removal from computers for one month and parent conference **** Removal from computers for remainder of the year and parent conference</p>

Offenses are cumulative for the school year. Consequences are guidelines. Teacher, staff and administrators will use discretion to ultimately determine the consequences.

Guidelines for Personal Student Web Sites Housed on Private Servers

The district has established the following guidelines for students who choose to create personal websites on private servers.

1. Students must have a thorough understanding of the rules, terms and conditions established by the host provider, especially as it relates to content and language. If these conditions are not posted on the host site, an email should be sent requesting them.
2. These sites need to be closely monitored by the site initiator and/or manager (webmaster) to ensure that everyone contributing to the site follows the rules, terms, and conditions established by the Internet Service Provider.
3. School names, mascots, colors, and the school or school district's website designs are legal trademarks of the school and district and cannot be used without express permission.
4. These websites need to be clearly identified as personal websites that are not associated with Lake Washington School District or an individual school.
5. If material posted to a website is illegal, obscene, defamatory, threatening, disruptive, or harassing to other students or staff and/or the educational process, the District may contact the Internet Service Provider and website initiator/manager (webmaster) to ensure appropriate and legal expression. Legal and /or disciplinary action may also be taken by the District in appropriate cases to prevent further abuses. Student webmasters or contributors may be disciplined by school authorities for authorizing such material either themselves or jointly with others, for aiding and abetting others to publish such material, or by knowingly permitting such material to be posted or to remain posted on the website without taking timely and adequate steps to prevent or remove the material.

Appropriate consequences for violating this policy are specified in this student code of conduct.

Health Room/Medication

District nurses are assigned to multiple schools and are not assigned to a specific campus. If a student feels ill during the school day, the teacher may give permission for the student to go to the office. The secretary will take the student's temperature. If the student's temperature is 100 degrees or higher, the parent will be called to arrange transportation home. If a student does not have a temperature but feels seriously ill, the parent will also be called to arrange transportation home. Parents should inform the school on the Nurse Alert form if their child has a serious/life threatening health condition. Some examples of life threatening health conditions are diabetes, seizures, severe allergies, asthma and/or a cardiac condition. This list is not all inclusive.

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

Child Find

Child Find is a federal requirement for the purpose of locating, evaluating, and identifying students age birth to 21 years with a suspected disability who reside within the boundaries of the Lake Washington School district and are currently not receiving special education services. Child Find services are conducted throughout the year in the Lake Washington School District through the guidance team process. If you or your parents have concerns about your language/communication skills, motor skills, intellectual, social, emotional, and/or physical skills, please contact the school and ask for the special education teacher, school psychologist, or other guidance team member. You may also call the Special Services main office at (425) 936-1201 or the district Child Find office at (425) 936-2760 to request Child Find information.

Family Rights and Privacy Act

The Lake Washington School district is required to protect families from unauthorized release of certain information about its students. However, directory information may be released without permission of parents unless parents register their objection prior to October 1.

Directory information is routinely used by the school district in news releases, school event programs, and student directories. Such information is also released for the purposes of providing educational, scholarship, vocational/occupational, and/or military information (or to the news media or law enforcement). This information will not be released for commercial purposes. Parents who do not want their student's directory information released to institutions of higher education and/or the military should check the appropriate box on the Directory Information Withhold Form. For more information, consult the Parent Information Booklet distributed at the beginning of the school year.

Enrollment/Inter-District Transfer Agreements and In-District Variances

Students in Washington State may apply for an Inter-District Transfer Agreement to attend a school in a different school district or may apply for an In-District Variance for attendance in another, non-resident school within the Lake Washington School District. Both Inter-District Transfer Agreements and In-District Variances are determined on a space-available basis. Refer to our school district website, <http://www.lwsd.org/Parents/Student-Registration/Pages/In-District-Transfer-Options> for timelines and processes.

School and District Events

All elementary school students must be accompanied by an adult at evening events. In addition, elementary students attending junior high school and high school athletic and/or other events must be supervised by an adult. All school conduct regulations remain in effect at school and district events, and apply to students when they are visitors at other schools. Students will be accountable at their home school for violations that occur at other district schools or at school-sponsored events.

BUS CONDUCT

Policy

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

Rules for passengers' conduct on school buses will be made available to each student at the beginning of each year. These rules will also be posted in each bus.

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

Safety Rules and Regulations for Riding a School Bus

Cooperate with and obey the driver at all times.

Be courteous, use no profane language—spoken, written, or gestured.

Students must ride their regularly assigned busses at all times unless written permission has been granted by the school office.

Each student may be assigned a seat in which they must be seated at all times.

Food or beverage must not be consumed on the bus except by permission of the driver

Tobacco, alcohol, drugs or other illegal substances and paraphernalia are prohibited.

Objects that are dangerous or that may cause injury to another person are strictly prohibited from being brought on the school bus. Please see RCW 9.41.250 for definition

Windows may be opened 6 inches; however, the driver may require the windows be closed at his or her discretion.

Students must keep their head, hands, feet, and belongings inside the bus at all times.

Animals (except seeing-eye dogs) are prohibited from being transported on the bus.

Belongings of students must be kept out of the aisle.

Students must be seated and remain seated while the bus is starting, stopping, or otherwise in motion.

Students must enter and exit the bus safely, crossing only in front of the bus and only with the consent of the driver.

Rules of Conduct at the Bus Stop

Students should not stand or play on the roadway while waiting for the bus.

Students should arrive at the bus stop five minutes before the scheduled bus time.

Students should wait to board the bus in an orderly manner

Students should respect private property while waiting for the bus

Lake Washington School District policy specific to human dignity, harassment, and sexual harassment apply when students are awaiting the arrival of the school bus.

Penalties for Infractions of Established Bus Rules

Student misconduct on the bus or at the bus stop is sufficient reason to discontinue bus transportation privileges to those students involved. Infractions accumulate for the duration on the school year may include any combination of the following:

First Infraction: Warning or loss of recess/detention (elementary). Warning or detention (secondary). A bus riding suspension may occur if the incident is considered a serious* offense.

Second Infraction: Warning or loss of recess/detention (elementary). Warning or detention (secondary). A conference with parent/guardian and Transportation Manager or Transportation Coordinator will be held. A bus riding suspension may occur if the incident is considered a serious* offense.

Third Infraction: Automatic bus suspension, length of time to be determined by the building principal. Principal/assistant principal will then contact parents/guardians notifying them of the suspension.

Fourth Infraction: Long -term bus riding suspension and parent/guardian contact. If the suspension occurs within the last ten (10) days of the school year, the suspension may remain in effect for the start of the next school year.

***Serious Infraction:** May result in immediate suspension of bus-riding privileges for the balance of the school year. Examples of serious infractions: weapons, alcohol, tobacco, drugs, or fighting while on the bus or at the bus stop.

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

Appeal Procedure

Parents/guardians of students who wish to appeal a suspension may submit a request to the school principal for an informal conference.

Discipline for Students Enrolled in Special Education

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

Procedures:

First Infraction: A meeting may be called with the driver, principal and parents/guardians to discuss the incident and determine corrective measures. If the incident presented an immediate danger to the student or others, alternative transportation and/or suspension may be possible.

Second Infraction: A meeting with the driver, principal, special education services and parents/guardians will be held. The IEP may be reviewed and updated. Suspension (up to 5 days) of transportation services, change of bus route, and assignment of a monitor, alternative transportation, and counseling may be considered as action required

Multiple Infractions: A meeting will be held by the principal with the transportation department representatives, special education services, and the parents/guardians. A change in placement may be required. If the student has been suspended a total of ten (10) days from regular transportation services, alternative transportation services should be reviewed. If there is a change in placement, the student is allowed another ten (10) days cumulative suspension from transportation services.

Kindergarten Drop off Procedure

A parent/guardian **MUST** be present when the AM kindergarten bus drops off students. If a parent is not present, the child will be taken back to the school and will need to be picked up there. It is not a requirement that parents are present during the PM drop off.

Emergency Evacuations

Every child who rides a school bus should know what to do should it ever become necessary to evacuate the bus quickly and safely. *Usually, students remain on the bus during an emergency; however, two situations do require the bus to be evacuated:*

Fire or Danger of Fire

A bus should be stopped and evacuated immediately if the engine or any portion of the bus is on fire. Passengers should move a distance of 100 feet or more from the bus and remain there until the driver of the bus has determined that no danger remains. Being near an existing fire and unable to move the bus away or near the presence of gasoline or other combustible materials should be considered as “danger of fire,” and students should be evacuated.

Unsafe Position

In the event a bus is stopped due to accident, mechanical failure, or road conditions, it must be determined immediately whether it is safer for passengers to remain in the bus or to evacuate. The bus must be evacuated if the final stopping point is in the path of a train or adjacent to any railroad tracks.

Emergency Exit Procedures

In compliance with WAC 392-145-040, one emergency evacuation drill shall be held within the first six weeks of school each semester. The first exit drill shall be followed by at least one verbal review of the emergency exit drill prior to the second exit drill. Only those passengers whose participation in an exit drill poses substantial difficulty to themselves or to other passengers shall be excused and/or excluded from exit drill participation. Passengers who are excluded from such participation shall receive oral instruction in bus safety and exit drills at least three times during the school year.

WAC 392-145-045 Emergency Drills

Emergency drills conducted pursuant to WAC 392-145-040 shall make allowance for individual differences in exiting the emergency door and should provide instruction to helpers that they should offer a helping hand palm up and grasping a student's hand or arm. Students should also be taught to remember that most accidents are preventable, regardless of who may be at fault, and that proper behavior and good conduct on the bus is the best way to assist the driver in the safe performances of his/her duties.



Lake Washington School District Nutrition and Physical Fitness Policy

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

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





Robert Frost PTSA

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

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

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

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

Robert Frost PTSA



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