



Timberline

Middle School

9900 Redmond Ridge Drive NE
Redmond, WA 98053
Office: (425) 936-2820
Attendance Line: 425-936-2821
TMS Website: <https://tms.lwsd.org/>

Welcome to Timberline Middle School, the home of the Timberwolves! Our staff is very excited to partner with you during the upcoming school year. At Timberline, we are constantly seeking new ways to make learning intentional, inspiring, and applicable to the real world. Academically, socially, and emotionally, the middle school brain has a unique set of developmental needs. The staff at Timberline Middle School are committed to holistically supporting individual student growth using practices that are rooted in neuroscience, differentiation, and research-based instruction. We believe learning begins with the structure and feel of the learning environment; Therefore, we are committed to nurturing a learning environment that feels safe, inclusive, and supportive. We want students to enter the school building each day feeling welcomed, embraced, and celebrated for who they are individually. Daily, we want to excite student curiosity, interest, understanding, and service to the community. As a school, we do this by nurturing academic learning through two school-wide focuses:

Social and Emotional Learning:

We believe students learn best when they are supported in the growth and development of their interpersonal skills. This includes character development, empathy building, enhancing student leadership skills, increasing resilience, and supporting a student's ability to see outside their own needs. This also includes opportunities for students to have fun and develop meaningful relationships with their school community. In this work, our staff believes it is critical to partner with families, so that together, we can help students become their best self.

Learning through Rigor and Consistent Real-World Application (Service Learning):

We believe students should be challenged enough to meet their academic potential. In addition, we believe students are responsible for applying academic knowledge to the needs of the community. This focus includes differentiated instruction for individual students' needs and intentional focus on innovative project-based learning experiences to increase engagement and to increase problem-solving and analysis skills. In addition, elective options are designed to connect to 21st century real-world application.

We believe the middle school years are a time for exploration, developing independence, and learning that includes both successful choices as well as mistakes. As we progress through the school year together, student success will be defined by academic growth, developing independence by learning from mistakes, and a student's ability to interact with peers in positive ways. This handbook is designed to provide you with important information to inform and guide predictable expectations for students. We believe it is important that both students and families use this handbook as a resource. Here's to a great year ahead!

Heidi Paul - Principal

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GENERAL INFORMATION

Mascot: Timberline Timberwolves

School Colors: Kelly Green, Black, and White

School Hours: M, T, Th, F - 8:25 am-2:50 pm; W - 8:25 am -1:25 pm

Building Hours: 7:25 am – 3:25 pm

Contact Information:

Address: 9900 Redmond Ridge Dr NE, Redmond 98053

School Office Phone Number: 425-936-2820 **Fax:** 425-868-1426

Attendance Phone Number: 425-936-2821

School website: <https://tms.lwsd.org/>

PTSA website: TBD

District website: <https://www.lwsd.org/>

Principal: Heidi Paul - hpaul@lwsd.org

Associate Principal: Lindsay Schilaty - lschilaty@lwsd.org

Office Manager: Debbie Rist - drist@lwsd.org

AP/ASB Secretary: Carla Yamashiroya Hedges - cyamashiroyahedges@lwsd.org

Counseling Secretary: Ashley Short - ashort@lwsd.org

Attendance Secretary: Alicia Melton – amelton@lwsd.org

Counselors: Jackie Coons - jcoons@lwsd.org A-K All Grades

Toby Doyle - tdoyle@lwsd.org L-Z All Grades

Activity Coordinator: Sally Rusk - srusk@lwsd.org

Athletic Director: Ryan Jones - ryanjones@lwsd.org

How to Excuse an Absence:

Regular attendance is a high priority at Timberline Middle School. Vacations or other non-illness absences should be avoided as vacation days are provided within the regular school calendar.



Absentee Line: Messages may be left in English or Spanish. If a student will be missing school for any reason (other than a planned absence for which a planned absence form is on file) parents/guardians are requested to call the absentee line at 425-936-2821 before 8:00 a.m. on or before the day of the absence and give the circumstances of the student's absence.

If a call is not made on the day of the absence, the parent/guardian may either call the school or send a note within two school days of the student's return. If there is no contact, the absence will be considered unexcused and the student will be referred per the BECCA Bill.

School Closures:

When there is inclement weather, you can learn about school closures/late start by 5:30 am.

- Go to www.lwsd.org. If school is closed or starting late, you will see a pop-up alert box.
- Go to www.flashalert.net, which lists schools all over the Puget sound area. You can also sign up to receive text alerts or emails from this service.
- Call 425-936-1200 to listen to a recorded message. (After 7:00 am, you may talk to a district receptionist).
- Tune-in to local radio and television stations.

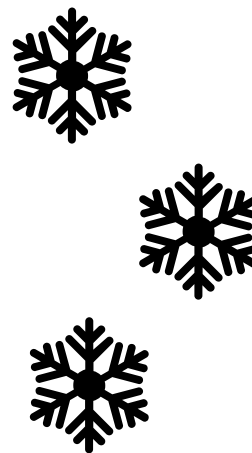
LWSD also uses the SchoolMessenger automated calling system to let parents know if school will be delayed or cancelled. Calls will begin at 5:00 am. You will not receive a call if the school will open normally. If you want to double-check the status or learn it early, use one of the options listed above.

If school is closed, the following programs will also be cancelled:

- All before or after school activities
- All activities including athletic events and parent meetings
- Extended Day Program

If school starts late:

- All schools start one or two hours late
- The following programs are cancelled:
 - Quest pull-out classes
 - Before school programs (including morning Extended Day)
 - All preschool sessions
 - Out-of-district transportation



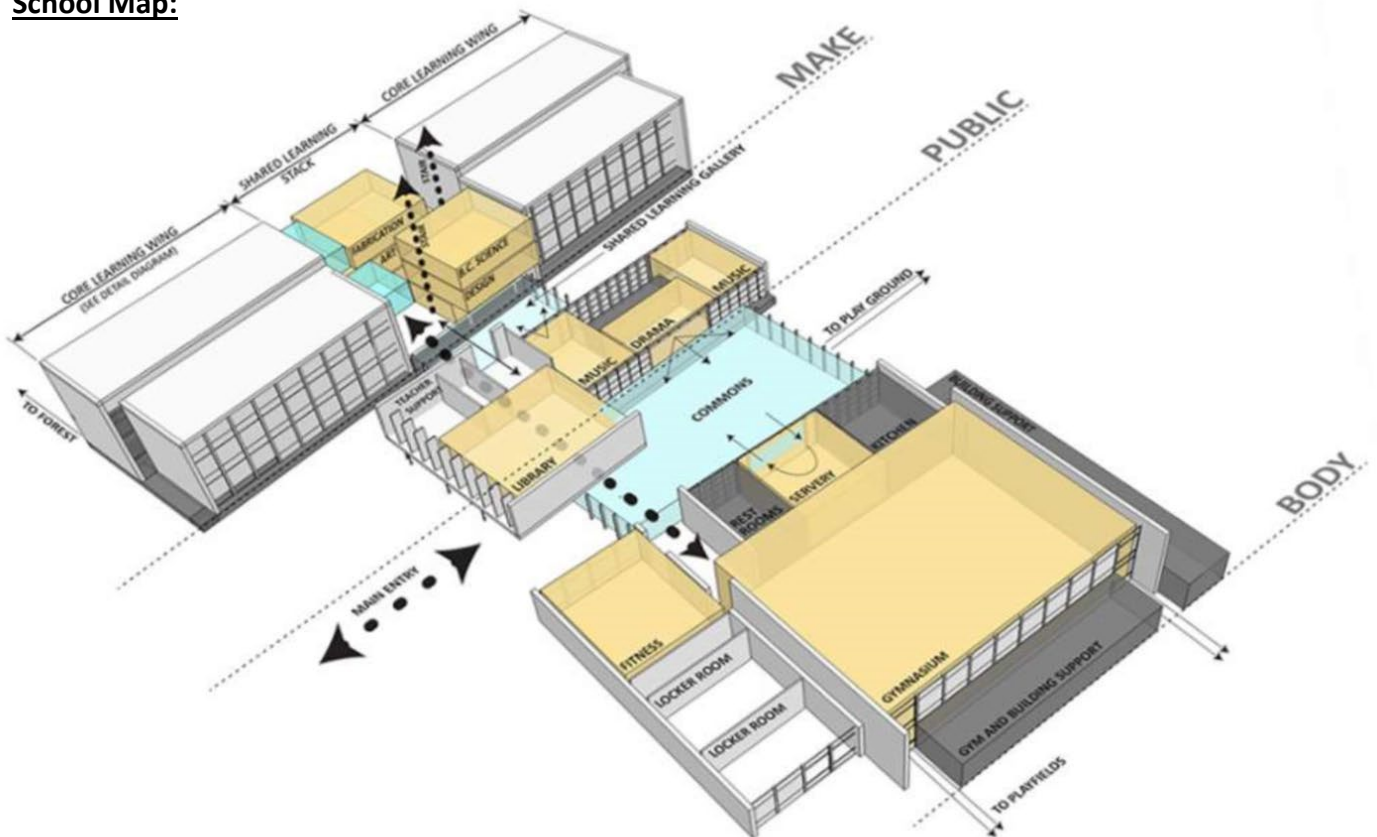
School will dismiss at regular times unless otherwise announced.

Visitor Information:

The staff at Timberline are responsible for the safety and welfare of students when they are at school. Persons who are not TMS students or district staff are not allowed on campus during school hours without permission. Visitors to Timberline Middle School are required to report to the main office to sign-in and out and obtain a name badge.

- Students not attending TMS are not permitted as guests during the school day.
- Regular volunteers at Timberline must complete an LWSD volunteer application; applications are available in the Main Office.
- Parents wishing to visit their student's classroom should make arrangements with the teacher in advance. Usually 24 hours' notice is required.
- Previous students are welcome to visit teachers by appointment and after school.

School Map:



The Learning Environment:

- Designed to enhance collaboration and support inquiry-based learning
- Designed with safety and security as a priority
- Designed with the brain in mind (environments that the brain learns best in)

Daily Schedule: The daily schedule is also posted on the school website. If there are any changes to the daily schedule, due to assemblies or late starts, special schedules will be found on the school website.

Monday

Class	Start	End	# of mins
Announcements	8:25	8:30	5
Period 1	8:30	9:20	50
Period 2	9:25	10:15	50
Period 3	10:20	11:10	50
A Lunch	11:10	11:40	30
PACK TIME	11:45	12:15	30
Period 4	12:15	1:05	50
PACK TIME	11:15	11:45	30
B Lunch	11:45	12:15	30
Period 4	12:20	1:05	45
PACK TIME	11:15	11:45	30
Period 4	11:45	12:35	50
C Lunch	12:35	1:05	30
Period 5	1:10	2:00	50
Period 6	2:05	2:55	50

Tuesday/Thursday

Class	Start	End	# of mins
Announcements	8:25	8:30	5
Period 1	8:30	9:15	45
Period 2	9:20	10:05	45
FLEX TIME	10:10	10:55	45
Period 3	11:00	11:45	45
A Lunch	11:45	12:15	30
Period 4	12:20	1:15	55
Period 4	11:50	12:15	25
B Lunch	12:15	12:45	30
Period 4	12:50	1:15	25
Period 4	11:50	12:45	55
C Lunch	12:45	1:15	30
Period 5	1:20	2:05	45
Period 6	2:10	2:55	4

Wednesday (PACK TIME)

Class	Start	End	# of mins
Announcements	8:25	8:30	5
Period 1	8:30	9:05	35
Period 2	9:10	9:45	35
Period 3	9:50	10:25	35
A Lunch	10:25	10:55	30
Period 4	11:00	11:35	35
PACK TIME	11:35	12:05	30
Period 4	10:30	11:05	35
B Lunch	11:05	11:35	30
PACK TIME	11:40	12:05	25
Period 4	10:30	11:05	35
PACK TIME	11:05	11:35	30
C Lunch	11:35	12:05	30
Period 5	12:10	12:45	35
Period 6	12:50	1:25	35

Friday (normal)

Class	Start	End	# of mins
Announcements	8:25	8:30	5
Period 1	8:30	9:25	55
Period 2	9:30	10:25	55
Period 3	10:30	11:25	55
A Lunch	11:25	11:55	30
Period 4	12:00	12:55	55
Period 4	11:30	11:55	25
B Lunch	11:55	12:25	30
Period 4	12:30	11:55	25
Period 4	11:30	12:25	55
C Lunch	12:25	12:55	30
Period 5	1:00	1:55	55
Period 6	2:00	2:55	55

Transportation:



Parents must pick up and drop off students in the student drop off area. No parent vehicles are allowed in the bus drop off loop. Please always pull completely forward and be courteous of other families. Please only use parking spaces if you are entering the building. Avoid excessive idling for the health of our students and staff.



Students arriving by bus will be dropped off in an area designated for busses only. During the school year, students are not allowed to ride any bus except the one they are assigned.

Students are expected to conduct themselves with the same respect for their peers and the bus driver as they do with their peers and teacher in the classroom setting. If behavior is an issue on the bus the following consequences could be assigned (but not limited to) assigned seats, revoking bus privileges, and school based progressive discipline consequences. Students should refer to the Bus Conduct section of the LWSD Students Rights and Responsibilities later in this document for expected behavior at bus stops and while riding a school bus.

When students arrive at school they should head directly to the Commons, the Wolf Den or the Library to wait for the 8:25 bell.

SCHOOL CULTURE

Vision (future accomplishment)

We strive to create influential global citizens who apply academic knowledge in response to the needs of the community AND who nurture positive connection to the world around them.

Mission (active work to meet vision)

We nurture rigorous academic achievement of ALL students through individualized instruction, character development, and service-based learning experiences.

School Culture and Focuses:

Academically, socially, and emotionally, the middle school brain has a unique set of developmental needs. The staff at the new school are committed to holistically supporting student growth using research-based practices rooted in neuroscience. Two main focuses will be nurtured school-wide:

- **Support of social and emotional learning:**
This includes character development, empathy building, enhancing student leadership skills, increasing resilience/grit, and increasing a student's ability to see outside their own needs. There will also be opportunities for students to have fun and develop meaningful relationships with their school community. In this work, our staff believes it is critical to partner with families, so that together, we can help students become their best selves.
- **Support academic learning through consistent real-world application (known as Service Learning):**
This includes differentiated instruction for individual students needs and intentional focus on innovative learning experiences to increase engagement and to increase problem-solving and analysis skills. In addition, elective options will connect directly to 21st century real-world application. Potential examples: tech applications, coding, robotics, food sustainability, environmental science, forensic science, digital art, developmental health/PE, and music (with potential future options for orchestra, choir, guitar)

Student Expectations and School Focused Attributes:

We believe it is essential to help nurture student independence, personal reflection, and community leadership. As students are learning, we also believe that students learn best when the environment has predictable expectations and predictable consequences. To help students understand expectations and self-monitor choices, we use "the Pack Way" as a guide.



P- Practice resilience

We believe a resilient student will have the courage to face challenges with persistence.

A- Act with integrity

We believe a student with integrity will choose to do the right thing even when it's not easy or popular, and when no one is looking.
We believe a student shows integrity when they take responsibility for their own actions.

C- Care for others

We believe an empathic student will listen and learn to understand the experiences and feelings of unique individuals.
We believe a kind student will intentionally value others.
We believe a student will see a need and act on that need by serving others.

K- Keep safety first




We believe safety is a priority; every student is responsible for maintaining physical and emotional safety of the school environment.




Instructional Beliefs:



1. We believe that our school environment should be safe, inviting, and inclusive of all students
2. We believe adults work to understand the diverse backgrounds of learners
3. We believe teachers adapt their instruction to respond to the needs of students
4. We help students understand the real-world applications of academic content
5. We believe students need the opportunities to practice negotiation, collaboration and leadership skills
6. We believe students are provided with a variety of opportunities and methods to participate in and demonstrate their learning
7. We believe students will evaluate and synthesize information in order to make decisions and solve problems
8. We believe assessments provide opportunities for feedback, communication and help to guide response plans
9. We believe students have a civic responsibility to apply academic knowledge in response to the needs of the community




The P.A.C.K. Way

Timberline Behavior Expectations

Locations	P actice Resilience	A ct with Integrity	C are for Others	K eep Safety First
Commons 	<ul style="list-style-type: none"> When unexpected situations occur, practice problem solving on your own first 	<ul style="list-style-type: none"> Cell phone free zone during lunch Honor each other's place in line Dispose of food and waste in proper bins, even if it is not yours Come prepared with lunch items Leave table and floor clean and unmarked 	<ul style="list-style-type: none"> Bistro Area: Push in your stool Consider ways to support students' needs Tables are open to all Keep backpacks out of the way of others Keep hands to self and your personal property 	<ul style="list-style-type: none"> One person per seat Remain in the designated eating spaces Use a pass with permission when leaving Walk at all times Keep all passing areas clear Report unsafe and unkind behaviors
Hallways 	<ul style="list-style-type: none"> Practice patience when traffic flow is slow 	<ul style="list-style-type: none"> Cell phone free zone View displays, windows, and walls without your hands Leave physical property clean and unmarked Dispose of food and waste in proper bins, even if it is not yours 	<ul style="list-style-type: none"> Keep hands to self and your personal property Be aware of others physical space Pass through halls quietly during class time Keep interactions brief, quiet, and positive 	<ul style="list-style-type: none"> Walk at all times Keep all passing areas clear Right is Right: maintain flow, stay to the right Hall passes must be visible Report unsafe and unkind behaviors
Stairways 	<ul style="list-style-type: none"> Practice patience when traffic flow is slow 	<ul style="list-style-type: none"> Cell phone free zone View displays, windows, and walls without your hands Leave physical property clean and unmarked 	<ul style="list-style-type: none"> Keep hands to self and your personal property Be aware of others physical space Use stairs quietly during class time 	<ul style="list-style-type: none"> Walk at all times Keep all passing areas clear Right is Right: maintain flow, stay to the right Hall passes must be visible Report unsafe and unkind behaviors

<p>Wolf Den</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first 	<ul style="list-style-type: none"> • Cell phone free zone • Recognize when your turn is over • Follow check in and check out procedures of games and equipment • View displays, windows, and walls without your hands • Leave physical property clean and unmarked • Dispose of food and waste in proper bins, even if it is not yours 	<ul style="list-style-type: none"> • Bistro Area: Push in your stool • Allow for others to participate in a timely and fair manner • Win or lose kindly • Keep hands to self and your personal property 	<ul style="list-style-type: none"> • Walk at all times • Keep all passing areas clear • Return game/activity intact • Stay within Wolf Den area • Report unsafe and unkind behaviors
<p>Assembly</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first • Practice patience when traffic flow is slow 	<ul style="list-style-type: none"> • Cell phone free zone • Be positive and use kind communication • Sit with your teacher • Leave physical property clean and unmarked • Dispose of waste in proper bins, even if it is not yours 	<ul style="list-style-type: none"> • Give attention to the speaker • Honor the purpose of the assembly 	<ul style="list-style-type: none"> • Keep hands, feet, and objects to self • Follow arrival and dismissal procedures to ensure physical safety of others • Report unsafe and unkind behaviors
<p>Bathroom</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first 	<ul style="list-style-type: none"> • Cell phone free zone • Respect personal space around urinals, sink, and mirrors • Leave physical property clean and unmarked (walls, floors, ceiling, mirrors, and stalls) • Dispose of food and waste in proper bins, even if it is not yours 	<ul style="list-style-type: none"> • Honor the privacy of each person • Keep interactions minimal, quiet, and positive • Keep within the bathroom, of your identified gender, as established by the line 	<ul style="list-style-type: none"> • Hall passes must be visible • Return to class promptly • Keep electronics away as the bathroom is a photo and video free zone • Avoid germs by washing hands • Report unsafe and unkind behaviors

<p>Shared Collaboration Spaces and Yellow Room</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first • Use positive collaboration skills • Use problem solving skills to work through task • Meet academic challenges with patience and persistence 	<ul style="list-style-type: none"> • Cell phone free zone • Ensure all members have a voice • Honor your group role • Writeable surfaces are used for the specific task assigned by teacher • Conversations are focused on the task • Leave physical property clean and unmarked and dispose of waste in proper bins 	<ul style="list-style-type: none"> • Honor all perspectives, including ones that differ from your own • Honor the learning needs of others • Transfer written work from writeable surfaces • Erase work from writeable surfaces when leaving space • Keep voice level quiet • Keep shared materials in the space • Notify your teacher when supplies are low • Keep hands to self and your personal property 	<ul style="list-style-type: none"> • Follow your teacher's procedures • Work within the collaboration space • Push in chairs when leaving • Room use with teacher permission only • Report unsafe and unkind behaviors
<p>Gym</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first 	<ul style="list-style-type: none"> • Cell phone free zone • View displays, windows, and walls without your hands • Leave physical property clean and unmarked • Dispose of food and gum in waste bins before entering 	<ul style="list-style-type: none"> • Keep hands to self and your personal property stored in a safe place • Respect other classes' space 	<ul style="list-style-type: none"> • Report unsafe and unkind behaviors

<p>Locker Room</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first 	<ul style="list-style-type: none"> • Cell phone free zone • Leave physical property clean and unmarked • Dispose of food and waste in proper bins, even if it is not yours • Use bathroom and changing stalls appropriately 	<ul style="list-style-type: none"> • Keep hands to self and your personal property locked in your locker 	<ul style="list-style-type: none"> • Report unsafe and unkind behaviors • Wait patiently to be dismissed
<p>Library</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first • Be open to new viewpoints and experiences • Use positive collaboration skills 	<ul style="list-style-type: none"> • Cell phone free zone • Leave physical property clean and unmarked • Keep food and beverages out of the library • Return books and games to their proper place when finished 	<ul style="list-style-type: none"> • Keep hands to self and your personal property • Share books, games and materials with others • Respect others' learning needs 	<ul style="list-style-type: none"> • Report unsafe and unkind behaviors • Walk carefully and keep backpacks tucked under tables • Push in chairs when you leave
<p>Counseling Suite</p> 	<ul style="list-style-type: none"> • When unexpected situations occur, practice problem solving on your own first 	<ul style="list-style-type: none"> • Cell phone free zone • View displays, windows, and walls without your hands • Leave physical property clean and unmarked • Dispose of food and waste in proper bins, even if it is not yours • Keep overheard conversations and office business confidential and private 	<ul style="list-style-type: none"> • Keep hands to self and your personal property • Keep conversations professional and quiet • Put away office materials when finished • Wait patiently for your turn with the counselor 	<ul style="list-style-type: none"> • Report unsafe and unkind behavior

POLICIES AND PROCEDURES

Hall Passes:

If a student must leave the classroom during class, then a hall pass must be issued and signed by a teacher. Students without a hall pass will be asked to return to class. Students must sign-out before leaving class and sign back in upon return.



Food and Beverage:

Consume all food and beverages in the cafeteria area. Teachers may decide whether food and beverages are allowed in individual classrooms. A water bottle is always allowed.

Gum:

Be respectful with gum so that everyone can enjoy this privilege. Chew quietly and dispose of gum and wrapper in a trash can.



Bathrooms:

Use the bathroom that corresponds to your gender identity. Stay inside the lines of the bathroom corresponding to your gender identity at all times. Hand washing sinks are in a shared space and can be used by everyone.

Public Displays of Affection:

School is an institution of learning and students are expected to be professional. Please keep public displays of affection off school campus.



Health Room:

The health room is for EMERGENCIES ONLY. Parents are notified when a student is ill, injured, or has a serious emergency during school hours. A nurse is NOT on duty and medical treatment is very limited. LWSD Policies for administering over-the counter and/or prescription medication are found in the [Lake Washington Student Rights and Responsibilities](#).



Cell Phones:

Timberline's cell phone policy was carefully created. Data on the impacts of cell phone use on teens, developmental needs of middle school students, and academic learning were considered. The cell phone policy is as follows:

NO CELL PHONES may be used from the start of the school day (8:25AM) to the end of the school day (M,T,TH,F- 2:55PM, W-1:25PM).

Teachers may give approval for student cell phone use FOR ACADEMIC PURPOSES ONLY. This must be approved EACH time and may only occur within the supervised walls of the classroom.

Students who use their cell phone *in any way during school hours, and without teacher approval*, will experience the following possible consequences:

- 1st time: Verbal warning
- 2nd time: The cell phone is taken away and left in the main office. The student may pick it up at the end of the school day
- 3rd time/any other number of times: The cell phone is taken away and left in the main office. The student's parent must pick up the phone.

NOTE: In any of the above times, the student may need to conference with a teacher or administrator. In addition, the collective number of warnings is based building-wide (not teacher to teacher).

In cases of emergency, parents should call the school's main line at (425)936-2320, rather than calling or texting their student.

Dress Code:



Students are expected to be dressed appropriately for the occasion or task at hand, or in a manner that will not detract from the personal safety of the individual or group. A shirt, bottom (pants, shorts, leggings, skirt), or dress and footwear must be worn at all times.

Clothing that is see-through, displaying offensive or distracting words, pictures or slogans, advertising or promoting alcohol, illegal drugs, or a controlled substance, or containing sexual innuendos are not allowed. Students should avoid dress that could be seen as disrespectful, insensitive, or as cultural appropriation of another group of people (the adoption of elements of one culture by members of another culture). Body parts that are private, sexual in nature (including nipples), belly buttons, and undergarments should be covered at all times.

If a student is in violation of the dress code they will be counseled privately by staff or administration. The student will be supported with solutions to resolve the violation.

Attendance:

Excused Absences:

The school will determine whether absences or tardies are excused. Excused absences (based on Washington State Compulsory School Attendance and Admission Law, RCW 28A.225, also called the “Becca Bill” and LWSD Policy) include the following: illness, medical appointments, family emergency, religious holiday, school-related field trips, suspensions, or other pre-arranged absence. If sufficient reason for an absence is not provided, the absence will be considered unexcused.

Unexcused Absences:

Any absence that has not been deemed excused by the school will remain unexcused. Examples of unexcused absences include: oversleeping, missed bus, traffic, homework, shopping, babysitting, trips not pre-arranged through the office, or other absences that could be planned outside the school day. As mandated by Washington State law, the “Becca Bill”, students who accumulate seven unexcused absences in 30 days or 10 unexcused absences in a school year will be referred to the King County Juvenile Court System. The Court may impose sanctions on the student and/or the parent or guardian.

Excessive Absences or Tardies:

Because regular attendance is both an expectation and a critical component of school success, parents or guardians of students who exceed four (4) unexcused absences in a semester will be sent a letter of concern. Parents/guardians of students who exceed ten (10) total absences in a semester will be required to meet with the BECCA Coordinator and/or with the Assistant Principal/Principal to discuss a plan to prevent further absences. Unexcused tardiness to school will result in progressive discipline.

ACTIVITIES AND CLUBS

Athletics:

Interscholastic: Timberline’s school-based athletic program is highly structured and organized. All those participating must meet eligibility requirements before they can participate in their first practice.

Activity Bus: Transportation will be provided to and from away contests (return to Timberline Middle School). Parents/guardians are responsible for transportation after practices/games and are required to pick up students within 15 minutes of the event ending.

Eligibility requirements are:

1. Physical examination form completed every two years by a physician certifying the student to be fully capable of participating in interscholastic sports.
2. Proof that a student is adequately covered by accident insurance, at least to the limits specified by the Washington Interscholastic Athletics Association (W.I.A.A.) Accident insurance may be purchased through the school for those who have none.
3. Purchase of a Timberline Middle School Associated Student Body Card. (ASB card)
4. Students must have passing grades in all classes (No F’s).
5. Students must attend school for at least half of the day.
6. Completed “Interscholastic Athletics Registration” packet.
7. Pay Participation Fee in accordance with LWSD fee schedule.

Athletics (\$75 per sport)

Season	Girls	Boys
1	Cross Country	Cross Country, Tennis, and Basketball
2	Badminton	Soccer
3	Basketball and Wrestling	Wrestling
4	Tennis, Track & Field, and Volleyball	Track and Field



Intramurals (\$25 per sport)

Session	Sport
1	Boys and Girls Floor Hockey
2	Boys and Girls Dodgeball



* An individual cap of \$150 and a family cap of \$225 apply to the \$75 LWSD Interscholastic sports fees.

Refunds: Refunds will be provided if a student athlete is not able to participate prior to the first competition due to illness, injury or the family moves.



School and District: Events for high school athletics, middle school students must be accompanied by an adult. Students must show picture identification for events. 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.

Lockers/Locker Rooms: Students are provided a lock and locker during PE classes. Locker room access will be provided for after school athletics. Electronics are not permitted to be used as the locker room is a photography free zone. No staff member is responsible for lost or stolen items from the locker room. All valuables should be locked securely in lockers or taken out of the locker room when one is not present in the locker room.

Activities: All students are encouraged to get involved in after-school activities such as sports or activities. There are a variety of clubs and activities that meet before and after school. Listen to the announcements for days and times of upcoming meetings.

Associated Student Body (ASB) and Student Government: The Executive Council is the governing body of Timberline Middle School. Its purpose is to propose, discuss, and vote for legislation which is for the good of the student body and the school. In the spring, a president, vice president, secretary, treasurer, and grade level representatives are elected. An ASB card is required to vote in ASB elections. Membership in the Timberline ASB is open to all enrolled students, and each student is encouraged to join. ASB membership is **\$25.00**. Membership is required for all those participating in interscholastic sports and clubs. ASB membership also provides reduced admissions for most ASB sponsored events, such as dances, and funds athletics and activities. I.C. cards are issued to all student for use in the lunch room, library, and for internet use. A \$5.00 fee is charge for damaged or replacement of ID/ASB cards.

Clubs:

If you're interested in starting a club, start with the document, "So You Want to Start a Club!" The constitution must be submitted to the cabinet, so it may be reviewed and voted on whether it should be an official club. This document can be found on the ASB PowerSchool page. We typically don't turn down clubs unless they have huge startup costs and then we'd want to work with you to keep costs low. Once you submit the constitution, your adviser will be notified that you're an official club and you can start announcing club meetings on the ASB PowerSchool page as well as on the announcements and flyers around school.

National Junior Honor Society:

For grades 7-8

Description: The National Junior Honor Society is an organization that recognizes students who reflect outstanding accomplishments in the areas of scholarship, service, leadership, citizenship, and character. Chapter membership not only recognizes students for their academic accomplishments but challenges them to develop further through active involvement in school activities, leadership by living the P.A.C.K way, and service to the community with poise and pride. Members of the Timberline Middle School National Junior Honor Society must maintain at least a 3.5 cumulative grade point average, submit a completed form, fulfill at least ten hours of community service per semester, and regularly attend the NJHS meetings. There will be a formal induction ceremony for those who qualify.

Dances/Social Events:

The Leadership students put a great deal of time and effort into planning our dances. For us to plan accordingly to ensure the safety of our students, we have some specific dance/social guidelines:

- Dance tickets are sold on the Monday, Tuesday, Wednesday, Thursday and Friday prior to the dance as well as at the door the evening of the dance for an additional fee.
- Students must purchase their own dance ticket and must present a valid student ID card at the time of purchase to receive the ASB membership discount.
- To enter the dance, students must present their ticket and ID card at the door.
- Students must observe the school dress code at the dance or will not be admitted.
- Students are expected to dance in an appropriate manner and follow school rules.
- Students arriving after the start of the dance must be accompanied to the door by a parent; students wishing to leave the dance prior to the end must be picked up at the door by a parent.
- Once a student leaves, they will not be readmitted.
- Please pick students up promptly when the dance is over.
- Students must be present at school the day of the dance or social activity for at least half the day in order to be eligible to attend.
- If a student purchases a dance ticket and loses it, or a student loses their ID card, they may be admitted (if verification of a ticket is made, and verification of being an Timberline student is made). However, these students may have to wait in line to be verified and may miss part of the dance.
- Dances are for current Timberline Middle School students only.

ACADEMIC POLICIES

Homework Policy: Timberline staff seek to provide consistent homework expectations for all students. The purpose of homework is to *practice or apply* learning from the classroom. The homework work load or amount can vary depending on subject area. Students are expected to responsibly follow homework expectations outlined within each teacher's classroom syllabus. Practice or extension of learning (not new content)

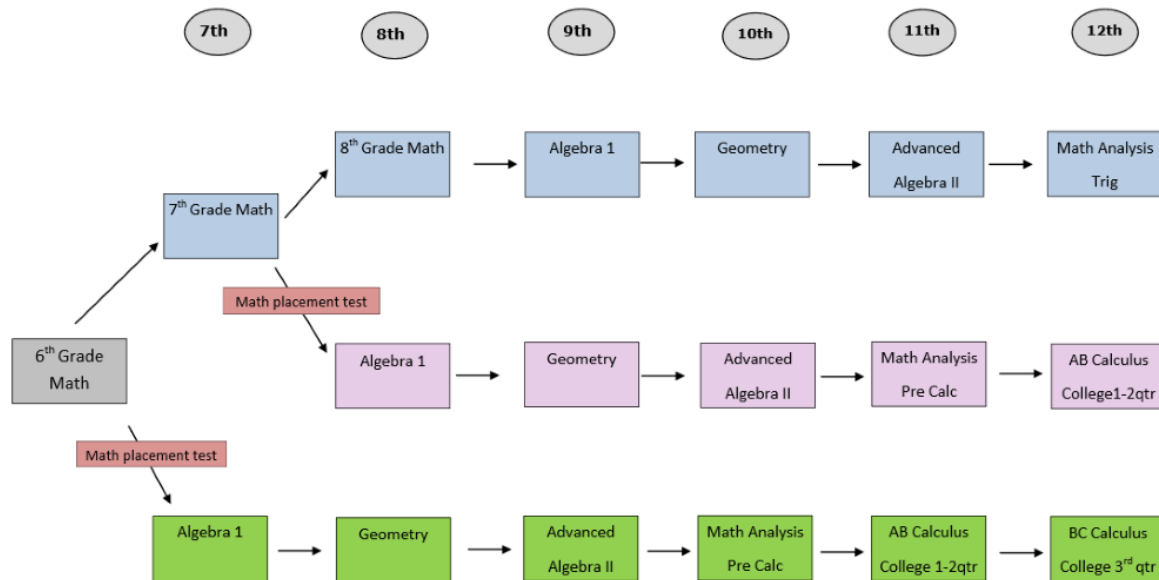
As often as possible, follow 10 minute per grade rule:

- 6th grade (60 minutes for all subjects)
- 7th grade (70 minutes for all subjects)
- 8th grade (80 minutes for all subjects)

Teachers work to avoid large tests and assignments on the same day (Idea- have a calendar on Onenote or in your prep room)

Mat Pathway:

Middle School Math Pathway



Academic Honesty Policy:

Academic integrity is vital to learning. For this reason, there are serious consequences for students who plagiarize or copy work, in whole or in part, and represent that work as their own. Copying or borrowing the work of others constitutes cheating. The penalty for cheating and/or plagiarism could result in a formal discipline referral to an administrator. Please refer to the LWSO Student Rights and Responsibilities.

AUP: <https://www.lwsd.org/about-us/policy-and-regulations/student-use-of-electronic-resources-iiab-r>

Library:

The Timberline Middle School library is a great place to study, complete homework, read, create, play games and find an amazing book!

- The library is open most days from 8:00 am to 3:30 pm, except on Wednesdays when we close at 1:00 pm. Students are encouraged to visit during lunches and Timberwolf time.
- Students are required to bring a pass from their teacher if they visit the library during class time.
- Students may check out 3 books at a time, and keep them for 3 weeks. All materials are expected to be returned on time. Fines will be charged for lost or damaged items.
- When using the library, students are expected to respect all library users and library property (see page 13 for expected behaviors).



Student Laptops:



Students must review and understand the LWSD [Acceptable Use Procedures \(AUP\)](#) at the beginning of the school year. School issued laptop computers are intended for school work only. Students should not personalize, add or remove software on school computers. Students are expected to use caution and care when working at school computers and will be responsible for damage or unauthorized changes made to computers.

Students are expected to:

- Bring their fully charged laptop to school daily.
- Save school work to OneDrive
- Notify school library staff of laptop issues or concerns
- Not alter anything on the hard drive, download software, or audio/video files unless authorized
- Keep login and password information secure
- Restart their computers each week at school to download district updates

Parent Access:

The Lake Washington School District has a system which allows parents to access their student's records via the internet. By registering for Parent Access, you will have access to general student information, grades, lunch account balances and volunteer applications. One log-in links parents to each child in the family.

To register for Parent Access:

- i. Go to www.lwsd.org
- ii. Click on the "Students and Families" drop down menu
- iii. Click on Parent Access
- iv. Click on "New User" on the right side of the screen under "Parent Access"
- v. Follow directions provided

STUDENT SUPPORT

Our Role as Your Counselor:

- Support students in academics
- Help students with emotional regulation and social-emotional strategies and techniques
- Build relationships and team with students, staff, and community
- Help to cultivate empathy, resilience, and care amongst our student population
- Work to foster a safe environment that helps students to thrive holistically
- Provide classroom and group guidance lessons
- Support students with future planning career exploration
- Advocate for students
- Navigate resources for students/families

Ms. Coons

last name starts with a letter
between **A-K**

Mr. Doyle

last name starts with a letter
between **L-Z**

Counseling

Personal/Social

Academic

Future/Career

AcademicConcerns

Bullying/Harassment

FriendshipIssues

SmallGroupGuidance

FamilyCommunication

ConflictResolution

AcademicScheduling

Counselors are available by email or appointment for students and families.

Seeing Your Counselor:

To request to see your counselor, students can access the [TMS School Counseling](#) class on PowerSchool Learning. There are links on that page to access Ms. Coons and Mr. Doyle. Use the appropriate link and fill out the form and submit. Your counselor will then send a pass to your class and you can use the pass to access your counselor. Students can also email their counselor directly to ask a question, relay a concern, or request to be seen. If you need immediate help and would like to talk with your counselor, tell your teacher and use a hall pass to visit your counselor. You can also go see your counselor during lunch.

Student Supports/Resources

Timberline Middle School realizes that there are families in need in our community. It can be difficult to know where to turn when you need help. These resources have been developed to support students, parents and families in our community.

Lunch Assistance:

<https://www.lwsd.org/about-us/policy-and-regulations/free-and-reduced-price-food-services-efb>

To ensure that all children in the district receive proper nourishment, the district shall take part as feasible in the National School Lunch and other food programs which may become available.

The Secretary of Agriculture establishes on an annual basis standard under which school students may qualify for free lunches under the National School Lunch Program, free breakfast under the School Breakfast Program, and free milk under the Special Milk Program.

Program regulations specify that the school district shall at the beginning of the school year publicly announce the family size eligibility standards that the district has adopted for use in determining eligibility for free and reduced-price meals.

Under the legislation, schools participating in the reimbursed program are required to serve free meals to all children from families whose total gross income level is at or below the applicable income level upon receiving an application from the family. Please check in with the main office for the form to determine if you are eligible.

Pantry Packs:

With community donations of time, funds and kid-friendly food, 40 volunteers come together each month to “pack the packs.” Volunteer drivers then deliver the packs to more than 45 participating schools, and each week school coordinators distribute the packs to hungry children in preschool through high school. Throughout the school year, Pantry Packs demonstrates how volunteers, schools and the community work together to help children in our area. If you are someone that could use this weekly support, or if you know of someone, please contact the Counseling department.

Athletic Scholarships

If you are in need of an Athletic Scholarship, please contact your counselor.

Resources:

- [Academic Support Resources](#)
- [Study Tips](#)
- [King County Library Study Zone](#)
- [Time Management Tips](#)
- [Crisis Resources](#)
- [Suicide Prevention \(LWSD\)](#)
- [Suicide Prevention Resources \(LWHS\)](#)
- [What does Stress & Anxiety Look Like?](#)

DISCIPLINE POLICY

As a staff, we are committed to making school expectations and consequences predictable and clear for students. At the beginning of each year (and periodically throughout the school year), the staff will intentionally review all expectations and consequences with the entire student body. In addition, visual posters of expectations and rules are posted throughout the school. Timberline Middle School uses the PBIS Model (Positive Behavioral Interventions and Supports) to consistently train staff and to support student understanding of expectations, affirm wanted behaviors, and redirect unwanted students' behaviors. All school expectations and rules are filtered through "the Pack Way," which is shown below. Student behaviors that do not align with the Pack Way, will be considered violations of expectations.

Realizing not all unacceptable behaviors can be specifically identified in written expectations; teachers also teach classroom-specific expectations by following the following procedures:

- Provide teacher syllabus for each class which contains subject specific rules and expectations
- Develop behavior expectations for the classroom and teach students
- Directly teach and model classroom and school expectations

When behaviors occur that are unsafe or violate school expectations, the following progressive discipline will be used:

1. Student is made aware of the inappropriate behavior and provided with the "next step consequence" if it were to be repeated.
2. Student is given an opportunity to explain their behavior choice.
3. Student identifies unwanted behavior, sets goals, and fixes unwanted behavior.
4. Student completes a self-reflection form
5. If there are continued violations, teacher contacts parent regarding student's behavior with goals to partner in student growth.
6. For repeated violations, the student will be given in-class consequences issued by the teacher.
7. For repeated violations, a student will be referred to the office for progressive consequences.

**Classroom or Administrative consequences could include any of the following (see list below).
Consequences may be progressive in nature or may be elevated with severe misconduct:**

- Conference with the student to come to an agreement concerning acceptable behavior.
- Mediation or restoration conference with impacted parties to find solutions and improve relations.
- Temporarily remove student from the classroom to provide an opportunity to identify and fix unwanted behaviors or misconduct.
- A respectful written or spoken apology to a peer or staff member.
- Natural consequences—the consequence should be closely aligned with the problem.
- Student referred to a counselor/administrator for parent contact and imposed consequences.

- Assigned detention by teacher and parent contact: 15 minutes to 1 hour with one-day notice (or sooner with parent communication). Through teacher or admin discretion, this can be served at lunch, before, or after school.
- Further consequences determined by law, school district policies, and/or the judgment of the administrator examples could include but not limited to:
 - Detention- Students will be required to complete school work or research content to complete behavior goal-setting and Restoration Plan* .
 - Lunch Detention-served during the students 30-minute lunch time in the main office
 - After School Detention- served after school for 30 minutes to 1 hour
 - Assigned community service- consequence should align with misconduct.
 - In-School Suspension- Students will be required to complete school work or research content to complete a Restoration Plan* (Parent Notified prior to their day(s) of suspension). They spend their school-day hours in the main office. The student will not be allowed to participate in extracurricular activities during the days they are serving their suspension.
 - Out-of-School Suspension- Students will be required to complete school work or research content to complete a Restoration Plan* (Parent Notified prior to their day(s) of suspension). They serve the suspension at home. The student will not be allowed to participate in extracurricular activities during the days they are serving their suspension.

***Restoration Plan:**

1. Student identifies misconduct
2. Student identifies impact of misconduct on others
3. Student reviews expected behavior or school policy
4. Student creates a behavior plan related to school expectations or school policy that includes target behaviors, commitment to improve, and future consequences if repeated

District Appeal Process:

In the event a student or parent is in disagreement with the action taken by a teacher or administrator, the following procedure should be followed:

1. The student or parent should schedule an informal conference with the teacher or administrator in an attempt to resolve the issue.
2. The student or parent may contact the school administrator to seek a formal review of the action.
3. If the issue involves Long Term Suspension (11+ school days), pursuant to the state Board of Education regulations (WAC 180-40-265) your child is entitled to remain in school and request a hearing by communicating within three (3) school business days of the receipt of notice, but you must formally request a hearing in writing. *Your request should state if you will be represented by counsel.*
4. If the issue involves Emergency Expulsion or Expulsion, pursuant to the state Board of Education regulations (WAC 180-40-300) this emergency expulsion shall be continued until a hearing is held (if desired). You may request a hearing by replying in writing within ten (10) school business days of the receipt of notice. If such request is not received in writing on or before the tenth school business day, then the right to a hearing may be deemed to have been waived. The Emergency Expulsion may be continued as

necessary by the school district without any further opportunity for the student or his/her parent(s) or guardian(s) to contest the matter.

Middle School Rights and Responsibilities:

Purpose: The Lake Washington School District's mission is that each student will graduate prepared to lead a rewarding, responsible life as a contributing member of our community and greater society. Furthermore, it is part of the mission of the District to provide a positive, harmonious environment in which diversity is respected and encouraged. This student handbook is intended to provide all students, teachers, administrators, and parents with access to and an understanding of District expectations. These expectations help to reinforce the District's mission and the core values of a democratic society. They express the value of mutual human respect for each person that we expect to be manifested in the daily behaviors of students, staff, and volunteers. This handbook provides a summary of some of the laws, regulations and District policies that govern student rights, responsibilities, student discipline and due process. Specific policies are referenced by the policy letters (i.e, JF). The complete policies are available on the district website: www.lwsd.org

Please view the Lake Washington School District Student Rights & Responsibilities Click Here:
<https://www.lwsd.org/programs-and-services/student-services/student-rights-and-responsibilities>

Student Searches:

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

Anti-Bullying and Harassment:

The Anti-Bullying Rules are taught and reviewed on an annual basis. Rules include:

1. We will not bully others, or engage in bully type behavior.
2. We will be kind to others.
3. We will try to help other students who are bullied.
4. We will try to include students who are left out.
5. If we know that someone is being bullied, we will tell an adult at school and an adult at home.

You can easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the Safe Schools Alert Terms of Use and Privacy Policy, is available online [CLICK HERE: https://lwsd-wa.safeschoolsalert.com/](https://lwsd-wa.safeschoolsalert.com/)

LWSD District's Tip Reporting Service

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

Phone: 425.529.5763 Text: Text your tip to 425.529.5763

Email: 1342@alert1.us Web: <http://1342.alert1.us>

Harassment or discrimination based on gender, religion, race, or sexual orientation is not tolerated in any way. This includes slurs, targeted joking, unwanted interaction, online-communication, visual display, vandalism, or intentional isolation based on difference. Violation of these rules are considered extreme misconduct and would result in serious consequence or suspension from school. In addition, law enforcement will be involved.

Bus Conduct and Expectations:

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.

- School expectations and policies follow students on the bus. Students are expected to remain in their seat, speak in low volumes, treat people with dignity and respect, and avoid use of substances including alcohol, vape, tobacco, or illegal prescription.
- 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. Students will remain on the bus until directed by the bus driver to exit. The bus must be evacuated if the final stopping point is in the path of a train or adjacent to any railroad tracks.

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.

- 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.

Extreme or Exceptional Misconduct:

Any conduct that materially and substantially interferes with the educational process is prohibited. However, the following infractions have been judged so serious in nature and/or so serious in terms of disruptive effect upon the operation of the school(s) that students may be subject to an emergency expulsion and/or suspension (short-term or long-term) for a first-time offense. Because each situation is handled individually, administrators have the discretion to use other alternative forms of discipline if they so decide. This may include restitution for property damage or loss, and/or restitution to victims if appropriate.

Violation & Definition:

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. **These offenses may lead to short-term suspension, long-term suspension, or expulsion.**

Considerations involve initial, repeated, or persistent/severe. Codes of conduct and offense are available online CLICK HERE:

www.lwsd.org/programs-and-services/student-services/student-rights-and-responsibilities

Arson: Lighting a fire, causing any fire to be started, or setting fire to school property. This also includes falsely setting off a fire alarm.

Assault: Inflicting physical harm, being physically violent, using unwanted force, or demonstrating immediate intent to inflict physical harm. This includes sexual assault.

Dangerous weapons and other unsafe items: Possessing, threatening to use, or using dangerous weapons or replica weapons. A dangerous weapon means a weapon, device, instrument, material, or substance that is capable of causing serious bodily injury. This includes knives, BB guns, paintball guns, air guns, stun guns, or the like that injure a person by electric shock, charge or impulse, martial arts weapons, explosives, incapacitating agents, laser devices, metal knuckles, or any other item which can inflict or threaten substantial harm. Principals may pre-authorize use of replica weapons or props, incapable of firing any projectile, in district-approved plays or school activities.

Drugs/Alcohol/Possession/Use/Paraphernalia: Possessing, using, or being under the influence of drugs/alcohol before attending school, on school grounds, on school transportation, or during school

sponsored events on or off campus. This includes inhalants, prescription drugs beyond a daily dose, prescription medical marijuana (even if the holder has a valid medical marijuana card), over-the-counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any substance represented as such. Possessing paraphernalia includes any item that can be used to ingest or conceal drugs or alcohol.

Drugs/Alcohol/Sell/Buy/Transfer: Transferring, selling, sharing, or solicitation of drugs/alcohol on school grounds, on school transportation, walking/riding to/from school, or during school sponsored events on or off campus. Includes inhalants, prescription drugs, prescription medical marijuana (even if the holder has a valid medical marijuana card), over-the-counter drugs in quantities or mixtures that are suspect and capable of causing serious harm, or any substance represented as such.

Firearms: Possessing, threatening to use, or using a firearm on school property, school-provided transportation, or at school-sponsored events. A firearm is defined as a weapon from which a projectile may be fired by an explosive. It also includes any form of explosive or gas device.

Fighting: Engaging in or provoking a physical altercation involving anger or hostility. This includes instigating a fight, arranging or contributing to the likelihood of a fight developing, including recording and/or distributing images of the fight.

Harassment, intimidation, bullying: Harassment, intimidation, or bullying means any intentional electronic, written, verbal, or physical act, including but not limited to one shown to be motivated because of his or her perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation, gender expression or identity, or mental, physical, or sensory handicap or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act physically harms a student or damages the student's property; or has the effect of substantially interfering with a student's education; or is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or has the effect of substantially disrupting the orderly operation of the school.

Illegal acts: An illegal or criminal act that either results or could foreseeably result in injury or damage to self, others, or property. This includes the possession or distribution of illegal images, including sexual images on cell phones or other electronic devices.

Sexual harassment: Harassing conduct includes repeated offensive sexual flirtations, advances or propositions, continued or repeated verbal abuse of a sexual nature, graphic or degrading verbal comments about an individual or about his/her appearance, or any offensive or abusive physical contact including: offensive jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual, electronic communications (e.g. sexting), or physical conduct, including stalking. Conduct is gender-based when it would not occur but for the sex of the person to whom it is directed.

Threats: Expressing by words or actions an intent to inflict mental or physical harm. This includes intimidating verbally, by use of hand signs, in writing, or on a computer or other electronic device.

Other forms of misconduct are available online [CLICK HERE:](#)

<https://www.lwsd.org/programs-and-services/student-services/student-rights-and-responsibilities>