



**Laura Ingalls Wilder Elementary**

Wilder Elementary  
22130 NE 133rd Street  
Woodinville, WA 98077  
425-936-2740  
<https://wilder.lwsd.org>

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A1	Lake Washington School District (LWSD) Elementary School Student Rights and Responsibilities

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, gender identity or gender expression, 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. [Complete policy statement.](#)

# Welcome

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Welcome to the 2023-2024 school year!

Laura Ingalls Wilder Elementary School has it all – a wonderful, well-qualified staff, terrific students and super supportive PTSA. Teachers, support staff and parents team together to provide the best educational experience possible for our students.

I encourage all parents to take an active role in your child's education. Classroom teachers and the PTSA have ample opportunities for you to be involved in a variety of ways. Parent involvement and strong academic achievement go hand-in-hand.

If you have questions during the school year regarding your child's experiences at Wilder, please feel free to contact our office staff. We'll do our best to answer your questions. Together, 2023-24 is going to be a great year!

Steve Goldberg  
**Principal**

Kimo Spray  
**Associate Principal**

**Superintendent**  
Dr. Jon Holman

**Board of Directors**  
Siri Bliesner, President  
Leah Choi, Vice President  
Mark Stuart, Legislative Representative  
Chris Carlson, Director  
Eric Laliberte, Director

# Mission and Beliefs

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## Mission Statement

*Every Learner a Powerful Mathematician, Effective Writer,  
Responsible Citizen, and Confident Reader*

## Wilder Staff Beliefs

*We Believe...*

- all students can learn and each child is special.
- when students set goals and are responsible for their own learning and behavior they will feel successful.
- students come to school wanting to learn.
- it is important for students to learn how to learn because students learn at different rates and times.
- the student profile should determine lesson units and course plans.
- Wilder will be a safe place for students and staff.

*We Believe....*

- teaching is the most important profession.
- teachers need to be enthusiastic about learning and positive toward students.
- specific student's standards should determine lesson unit and course plans.
- high expectations increase student success.
- thinking skills, interpersonal skills and communications skills need to be integrated into all curriculum areas.

*We Believe....*

- parents need to help by holding students accountable and helping them be responsible for their own learning.
- the skills and attitudes learned in school will make the community a better place for all.
- communication between home and school should be open, honest, and frequent.
- staff, students and parents working together will give all students the best chance to succeed.
- parents should feel welcome and involved in our school.
- input from parents and community should be part of a continuous school improvement process.
- the school and the community should work together to identify and achieve student goals.

# School Contacts

Principal	Steve Goldberg	sgoldberg@lwsd.org
Associate Principal	Kimo Spray	jspray@lwsd.org
Office Manager	Meredith Cain	mcain@lwsd.org
Attendance/Registrar	Kendra Bohm	kbohm@lwsd.org
Guidance Counselor		
Psychologist	Cindy Blair	cblair@lwsd.org
Speech Therapist	Abigail Allmon	aallmon@lwsd.org
Occupational Therapist	Amy Coverston	acoverston@lwsd.org
Occupational Therapist	Savannah Roberts	sroberts@lwsd.org
Physical Therapist	Kristin Raffensperger	kraffensperger@lwsd.org
Highly Capable	Stacey Kelley	skelley@lwsd.org
Special Education	Maggie Jossi Jim Myers	mjossi@lwsd.org jmyers@lwsd.org
Special Ed Preschool	Ashley Tyler Erica Basile	at Tyler@lwsd.org ebasile@lwsd.org
MTSS	Rachel Coffin	rhutchison@lwsd.org
Safety Net	Allison Janshen	ajanshen@lwsd.org
ML	Amy Foster	amfoster@lwsd.org
Nurse	Rifat Hossain	rhossain@lwsd.org
Librarian	Elizabeth Cronin	ecronin@lwsd.org
Music	David Sloan	dasloan@lwsd.org
Physical Education	Gary Larson	glarson@lwsd.org
IA	Jennifer Jacobs Shannon Jacobs Kerri Lucchese Kelsey Benmessaouda Barbara O'Kelly Allison Pereira Babli Senapati Lana Stein Laurie Stoltman Leslie Wolfe	jjacobs@lwsd.org sjacobs@lwsd.org klucchese@lwsd.org kbenmessaouda@lwsd.org bokelly@lwsd.org  bsenapati@lwsd.org lanstein@lwsd.org lstoltman@lwsd.org lwolfe@lwsd.org
Health Room	Peg Jatekar	mjatekar@lwsd.org
Head Custodian	Hau Lam	haulam1@lwsd.org
Night Custodian	Ernest Loukou	kloukou@lwsd.org

# Classroom Teachers

Kindergarten	Erin Johnson Amy Schneider	ejohnson@lwsd.org aschneider@lwsd.org
First Grade	Nicole Popa Heidi Jensen	npopa@lwsd.org ejensen@lwsd.org
Second Grade	Liz Acres Julie Doherty	eacres@lwsd.org jdoherty@lwsd.org
Third Grade	Garrett Johnson Melora Rouse Kristin Sigel	gjohnson@lwsd.org mrouse@lwsd.org ksigel@lwsd.org
Fourth Grade	Roxie Harewood Aundy Newell	rharewood@lwsd.org anewell@lwsd.org
Fifth Grade	Joseph Neibauer Hailey Hartwell	joneibauer@lwsd.org hhartwell@lwsd.org
Pull-Out Quest	Artemis Ashe	aashe@lwsd.org
Pre-School	Melissa Bloor Sarah Helsel	mbloor@lwsd.org shelsel@lwsd.org
Special Education	Erica Basile Maggie Jossi Jim Myers Ashley Tyler	ebasile@lwsd.org mjossi@lwsd.org jmyers@lwsd.org atylor@lwsd.org

District Administration 425-936-1200		Other Important Numbers	
Communications	425-936-1300	24-hour Crisis Clinic	206-461-3222
Nutrition Services	425-936-1393	24 Hour Alcohol & Drug	206-722-3700
Health Services	425-936-1407	CPS	206-721-4115
Quest/Highly Capable	425-936-1238	Poison Control	206-526-2121
Transportation	425-936-1120	24 Hour Nurse	206-246-8773

For more school district contacts, go to [www.lwsd.org](http://www.lwsd.org) > About Us > Contact Us.

# School Day Schedule

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Wilder Elementary K – 5<sup>th</sup> School Hours:

M, T, T, F 8:40am – 3:10pm  
 W 8:40pm – 1:40pm

Wilder Bell Schedule:

First Bell	8:35am	
School Starts	8:40am <i>Students arrive at school <b>no earlier than 8:25 a.m.</b> Students line up outside rooms and enter at 8:40am.</i>	
Morning Recess		All school
Lunch Schedule		K, 4, 5, POQ 1, 2, 3 POQ
Lunch Recess		1, 2, 3, POQ K, 4, 5, POQ
Afternoon Recess		All school
Dismissal	3:10pm	
Wednesday Early Release Dismissal	1:40pm	

Wilder Preschool Schedule:

AM Preschool - M, T, T, F 8:40am – 11:10am  
 PM Preschool - M, T, T, F 12:10pm – 2:40pm  
 W No Preschool on Wednesdays

Wilder Elementary Office Hours:

M,T,W,T,F 8:10am – 3:30pm

# **Bus Information**

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## **Bus Riders**

The bus drivers will give each child a handbook explaining the expected behavior on the bus. Questions regarding bus routes should be directed to Student Transportation at 425-936-1120.

## **Bus Passes**

Children may, if space permits, ride home from school with another child or get off their regular bus at a different stop. Please send a signed permission note with your child giving their name, teacher, date and name of the child with whom they are to go home. Children should give the note to the teacher in the morning. The teacher will write a blue bus pass which the child will show to the bus driver. If the bus is full, the students will be refused a ride home even with a bus pass. In case of a child frequently riding a different bus, a long-term pass will be given to the bus driver.

Bus drivers are not allowed to carry children on different routes or allow them to change bus stops without a pass.

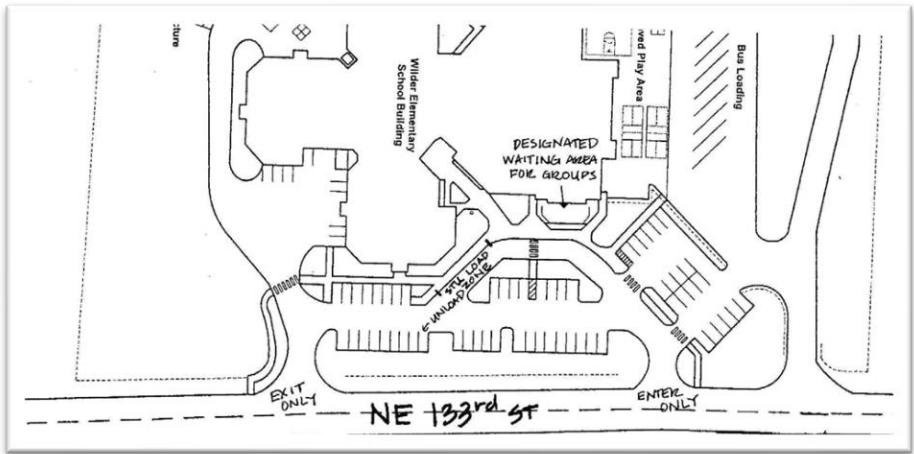
Drivers will require students to have a blue bus pass to board a bus that they are not assigned to.

## **Notification of Student Behavior on the Bus**

As before, the driver is to deliver ALL copies to the school office. Our safety advisor is to complete the comment section and return it to the student. The student must return the signed copy of the form to the bus driver before he/she will be allowed to ride the school bus. Severe infractions will lead to immediate loss of riding privileges.



# Wilder Elementary Drop Off/Pick Up Procedures



- Always follow the direction of the staff and Safety Patrol.
- Stay in line and no cuts.
  - This applies to all of you who are in the turn lane on NE 133rd Street.
  - Please stay in line, wait your turn, and no cuts.
- For safety reasons, NE 133rd Street cannot be used for drop off or pick up.
- Encourage your child to get out of the car quickly.
  - Backpacks etc. should be ready to go.
  - If your child needs extra time getting out of the car, please park and walk your student in, do not drop off in the parking lot.
  - The drop off/pick up lane is for QUICK loading and unloading only.
- Use only the load and unload zones.
  - Do not drop off students in the staff parking lot.
  - Pull forward to the load/unload zone for student arrival and pick up.
- For those of you who park and wish to leave during peak time:
  - The cars in the drop off/pick up lane have priority.
  - Cars parked in lot must remain parked until the drop off/pick up is clear.
- Do not pass in the drive thru lane.
- During pick up, if your child has not arrived out front and other cars are loaded behind you, you will be asked to either park or loop around again.
- Once you enter the parking lot area of Wilder, stay alert and refrain from using your cell phone.
- For the safety of our students, we ask all parents to follow these rules, with no exceptions. Remember that our students' safety is our priority.

# Attendance and Early Dismissal

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## Attendance

Regular attendance is very important for our students' continued progress. Research indicates there is a positive relationship between achievement and the amount of time spent in school. Tardiness and early dismissals cause disruptions for your child as well as their teachers and classmates.

Admit slips will be written beginning at 8:40am per the school wall clocks. The principal will review a monthly report for absenteeism and tardiness issues.

At five (5) absences/tardies in a 30-day time period or if a teacher has significant concerns, classroom teachers will be notified and asked to make contact with the family, explaining the educational impact on the student. When contact has been made, classroom teachers will also notify the school counselor. At 10% tardy or absences, a letter will be sent from the principal to the family indicating the continuing problem and mentioning the BECCA requirements for attendance.

If any elementary student has five or more excused absences in a single month during the current school year or 10 or more excused absences in the current school year, the school shall schedule a conference with the student and their parent(s) at a reasonably convenient time. The conference is intended to identify barriers to the student's regular attendance and to identify supports and resources so the student may regularly attend school. If there is no improvement and tardies or absences remain at 10% 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 based on individual student situations and circumstances.

## Reporting Absences

**Wilder Elementary Absence Hotline**

**425-936-2741**

If your child is going to be absent from school, please notify the school using one of the following three ways:

1. Call the attendance line and leave a message at (425) 936-2741
2. Email the attendance secretary, Kendra Bohm, at [kbohm@lwsd.org](mailto:kbohm@lwsd.org)
3. Send a ParentSquare message to both your teacher and Kendra Bohm

Students arriving at school after 8:40am must report to the office for a pass.

## **Early Dismissal**

Please make every effort to make medical and dental appointments outside of school hours and align vacations, excursions, etc. with school holidays. On occasion, it may be necessary to have your child dismissed from the classroom before the end of the school day. If so, please follow these steps to ensure the safety of our students.

- Parents must come to the office and sign out their child.
- The child will be called to the office.  
(Children may not wait outside for parents)
- An authorization must be signed by the parents for anyone else to withdraw students from school.
- Send a note to the teacher and office stating the dismissal time. Please do not expect a child to be sent to the office to await your arrival. Dismissal during lunch and recess hours is discouraged.

## **Extended Trips**

Extended trips should be planned for school vacation times. If you are planning an extended trip during school, it is important to contact your child's teacher at least three days in advance. Please also contact the office so we will not include your student on the safe arrival calls. Make certain that teacher expectations regarding time/missed assignments are clear to your child. In some situations, sending practice activities home without class instruction is detrimental to student learning. This is often the case when students go on extended trips. Sometimes it is more beneficial for children to catch up after the trip than attempt to keep up while on the trip. This does not mean that learning should cease while families travel. Guided learning and the subsequent organization and communication of acquired knowledge are valuable exercises. Some teachers have learning guides that children and parents can follow while on a trip.

## **Vacation Homework Policy**

Family vacations are special times, and we ask that you please consult the school calendar when making your vacation plans. Classroom attendance is positively related to student achievement. We cannot duplicate what is learned in the classroom by only providing written make-up work. Often written work is practice or an extension of what is taught and discussed during the lesson in class. Those assignments that can be completed outside the classroom environment will be accumulated and saved by the teacher for your student. Upon return, the student will be asked to complete them at home with parental assistance. Although every effort will be made to see that your child gains the needed learning, teachers are not required to assemble packets for such absences. Additionally, assessments, including unit tests and district assessments, will not be made up due to extended absences. This may impact a student's grade.

The Washington attendance law, the BECCA bill, <http://www.k12.wa.us/Attendance/Laws.aspx> 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 because of vacation scheduled during school time.

### **Unexcused Absences (truancy) and the Becca Bill**

Under RCW 28A.225, the Compulsory Attendance Law or Becca Bill, parents are responsible for their child's full-time attendance. If it is determined that a student is truant, the parent/guardian will be notified by phone or by mail, of the unexcused absence. If the truant behavior continues, a conference will be set to help reduce the student's unexcused absences. If unexcused absences accumulate to seven (7) unexcused absences within any 30 day period, or ten (10) unexcused absences during the school year, the student will be prosecuted for truancy at the King County Superior Court. An absence under this provision is when the student is truant for the majority of his or her class schedule.

Please let the office and your teacher know if you have any planned absences during the year.

(1) If a parent enrolls a child who is six or seven years of age in a public school, the child is required to attend and that parent has the responsibility to ensure the child attends for the full time that school is in session. An exception shall be made to this requirement for children whose parents formally remove them from enrollment if the child is less than eight years old and a petition has not been filed against the parent under subsection.

(3) of this section. The requirement to attend school under this subsection does not apply to a child enrolled in a public school part-time for the purpose of receiving ancillary services. A child required to attend school under this subsection may be temporarily excused upon the request of his or her parent for purposes agreed upon by the school district and parent.

(2) If a six or seven year-old child is required to attend public school under subsection (1) of this section and that child has unexcused absences, the public school in which the child is enrolled shall:

(a) Inform the child's custodial parent, parents, or guardian by a notice in writing or by telephone whenever the child has failed to attend school after one unexcused absence within any month during the current school year;

(b) Request a conference or conferences with the custodial parent, parents, or guardian and child at a time reasonably convenient for all persons included for the purpose of analyzing the causes of the child's absences after two unexcused absences within any month during the current school year. If a regularly scheduled parent-teacher conference day is to take place within thirty days of the second unexcused absence, then the school district may schedule this conference on that day; and

(c) Take steps to eliminate or reduce the child's absences. These steps shall include, where appropriate, adjusting the child's school program or school or course assignment, providing more individualized or remedial instruction, offering assistance in enrolling the child in available alternative schools or programs, or assisting the parent or child to obtain supplementary services that may help eliminate or ameliorate the cause or causes for the absence from school.

(3) If a child required to attend public school under subsection (1) of this section has seven unexcused absences in a month or ten unexcused absences in a school year, the school district shall file a petition for civil action as provided in RCW 28A.225.035 against the parent of the child.

(4) This section does not require a six or seven year old child to enroll in a public or private school or to receive home-based instruction. This section only applies to six or seven year old children whose parents enroll them full time in public school and do not formally remove them from enrollment as provided in subsection (1) of this section.

## Specialist Classes

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All students in grades K-5 receive classes in library, music, and physical education each week. Music instruction includes vocal, rhythms, musical notation and theory. String classes are offered to students in grades 4-5 and band classes to students in grades 4-5; there is no charge for these programs, but parents usually supply the instruments.

## Volunteer Information

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We have wonderful volunteers who come to help at Wilder. Please remember that when you come to the school that you must come to the office and sign in. All volunteers must fill out a district application, including a background check, to volunteer at school prior to volunteering. This application will be good for two years. Please make sure you have filled out the appropriate paperwork, which is available online on the LWSD district website.

## Lunch Program

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Students can select from hot lunch, salad bar, pizza and a sandwich, or bring a lunch from home. We have an electronic meal purchasing system called My School Bucks where funds can be added electronically. Lunch money may also be sent into the front office in any amount. More information on My School Bucks can be found on the LWSD district website.

### Pricing

- Student lunch (Includes juice or milk) \$3.75
- Approximate monthly price \$75.00
- Milk or juice \$0.50
- Free and Reduced Lunch (available if eligible)

### Lunch Menu

A monthly menu is available on the district website or you can find the link on the Wilder website. Free and reduced price lunches are available to children from families whose income falls within eligibility guidelines. Information is sent home on the first day of school. If you have questions, please contact the school office.

# Emergency and Safety Information

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## **School Closures and Delays**

The quickest way to get the latest information regarding changes in the school schedule that might be caused by snow, power outage, or another type of emergency is to go to [www.lwsd.org](http://www.lwsd.org).

## **Procedures to Follow in Case of Emergency**

First and foremost, do not call the school! There are district procedures for informing the public via radio and television. An overabundance of calls can also totally shut down the phone system. Remember that the staff and kids have practiced their drills and know what to do.

Secondly, if you go directly to the school to find your child(ren), remember that there are also a few other parents with the same thing on their agenda. There is a strict procedure for signing out your child(ren) and it is for the welfare of your child(ren) that this procedure is in place.

## **Getting to School After an Emergency**

The parking lot will be closed off to allow access only for emergency vehicles. If you live close, please walk. Traffic will be congested. If you drive, please be courteous, park where there is space. Please try and stay calm. If it's a city-wide emergency it may be safest for you to remain where you are. Roads and bridges may be damaged. Power lines may be down. Please use your judgment.

## **Pick-up Procedures**

- If you are already at the school or arrive before things are set up, please find your children and stay with them until we are set up – VERY important you do not leave without signing out your children.
- If you are driving to the school, you must walk in to the front office and officially sign out your student.
- The school representative will verify you are authorized for picking up those children.

## **Accidents or Illness at School**

When children become ill or are injured at school, parents are contacted. Wilder has a health room, including a cot, where a sick child can wait until parents arrive. When a child is sick or injured it is important that they are picked up as soon as possible. Please be sure the school has the telephone number of a nearby friend or relative that could come for your child quickly, if you cannot be reached. Please update your work numbers and emergency numbers when they change.

## **Medication**

According to state law (RCW 28a.31 CH. 195) passed in 1982, any medication, including non-prescription medication, to be administered to a student by an employee must be requested and authorized in writing by: a) a parent or legal guardian AND b) a physician or dentist. Form 4023 is used for this purpose and is available in the school office. For students' safety, it is important that all medication be kept in the school office and administered by an employee and not by the student in the classroom.

## **Bicycles, Skateboards, Scooters, Roller Blades**

Students in 4<sup>th</sup> and 5<sup>th</sup> grade may ride their bicycles to school. We require that each bicycle owner file an application for permission to ride a bike to school. Bicycle riders are required to obey a list of rules printed in the application. Please work with your child to ensure that these rules are obeyed. Bicycle helmets are required. We reserve the right to withdraw the privilege of riding a bike to school if the rules are disobeyed. Because of safety and liability concerns, Lake Washington School District does not allow skateboards, scooters, or roller blades on school grounds.

## **Safety Patrol**

Our safety advisor supervises a group of 4th and 5th grade students who serve as members of the Safety Patrol. Please respect the Safety Patrol and follow their directions on the school campus. TO be a member of the Wilder Safety Patrol:

- You must have parent permission.
- You must be 10 years old.
- An official permission slip must be submitted to the safety advisor.
- You must attend ALL meetings.
- You must lead by example and show appropriate behavior at all times (in class, recess, specialist, bus, and all school grounds.)
- You must be on time.
- You must wear appropriate clothing for the weather.
- A total of three poor choices will relieve you of your patrol duties (unexcused absences, c-slips, bus tickets or any combination of three.)



# At Home Learning Policy

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In conjunction with School Learning, which takes place in the classroom, At Home Learning is the continuation of that process outside of school. At Home Learning is most effective for your child when:

- There is a designated time to complete work.
- There is a specific place where students may work.
- There are no distractions such as television music, phone, or sibling interruptions.
- There is an established routine.

At Home Learning task is designed to accomplish one or more of the following:

- To extend learning that has taken place at school
- To complete unfinished work
- To practice concepts or processes already taught
- To prepare for a test
- To work on an ongoing project
- To work on an independent study which the student will share with others
- To share learning with a parent or family member
- To provide enrichment

There are many benefits to At Home Learning, but there are some things that it definitely is NOT: It is not a substitute for instruction; however, the completion of some home learning may be critical to school learning the following day.

- It is not busy work given to keep students occupied during the evening.
- It is not punishment.
- It is not excessive. Short, frequent practice sessions are most effective.

Among different grade levels and teachers there will be varied and individual approaches to At Home Learning. As a rule, ten minutes per grade year should be spent on Home Learning. (Example: 2nd grade would do about 20 minutes, 4th grade about 40 minutes, 5th grade about 50 minutes per night.)

One common desire of parents is to see their child challenged and enriched. Although At Home Learning can provide this, it may not always parallel parents' expectations.

## **Contacting Your Student**

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Please limit messages to students to emergencies and urgent changes in plans and schedules. Plan ahead and get messages to the school as early as possible to ensure that your student gets the message in a timely manner. It is best to send in an early message and be sure to copy both your student's teacher and the front office.

### **Use of School Telephone**

Students will be limited in use of the telephone to calls of an emergency nature. To use the telephone, students must have an office pass from their teacher.

## **Electronic Device Policy**

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Electronic devices are not allowed at school. The reasons are because we cannot control what the students are listening to, loss or theft of devices, and safety in general. Since we do not allow any electronic devices at school, this policy carries over to the buses as well. Electronic readers may be used with teacher permission. The school is not responsible for loss or damage to these devices. Students must fill out a "Hold Harmless Agreement for Electronic Devices" form before bringing the device to school. This form may be obtained from the office. A new form must be submitted each year.

Cell phones are an exception. Some parents feel this is a safety issue for their students. Students are allowed to carry cell phones in their backpacks only - the cell phones must remain in the backpacks during school hours. Cell phones must be off during the school day and only used after hours.

Students are to use school phones during the school day and only with staff permission. We ask your cooperation with this issue.

## **Communicating with Staff**

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Communication is an essential part of the partnership between home and school. We have established the following ways to help this process.

- Email
- Classroom newsletters
- School Newsletter
- Phone calls
- Conferences
- Curriculum Night
- Open house
- Parent Square
- School Website

Our goal is to keep parents informed and involved in their children's education. If you have any questions or suggestions, please let us know.

# Lost and Found

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A Lost and Found is maintained in the hall in Plum Creek. Any articles remaining unclaimed will be donated twice a year to charitable organizations. **Please be sure that all articles of clothing and other items are marked with your student's name.** The school district, by law, cannot pay for lost or stolen personal possessions of students.

## Special Education

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The special education teacher serves students who qualify for one of the Special Service Programs. The programs available at our school are: Special Education and District Remediation. Wilder Elementary is an inclusive school where students receive services within the regular classroom. It is our belief that some students also benefit from individual or small group instruction. Teachers and support staff collaborate to meet these individual needs.

### **What Is the Guidance Team?**

The Guidance Team meets once a week to discuss any concerns regarding a student. These concerns may be generated by teachers, counselors, parents, or administration. The team decides what interventions, if any, should be implemented. If interventions are not effective, further assessment will be recommended to determine if special education services are needed.

### **Who Is on the Guidance Team?**

The Guidance Team is comprised of a regular education teacher, special education teacher, administrator, a psychologist, a nurse, a counselor, a speech and language pathologist, an occupational therapist, and a physical therapist, as needed.

### **How does a parent refer their child to the Guidance Team?**

A referral can come directly from a parent or classroom teacher. Wilder's guidance team members are:

- Steve Goldberg, Principal
- Counselor
- Cindy Blair, Psychologist
- Abigail Allmon, SLP
- Maggie Jossi, Special Education
- Jim Myers, Special Education
- Rifat Hossain, Nurse
- Allison Janshen, Safety Net
- Amy Coverston, OT
- Savannah Roberts, OT
- Amy Foster, ML
- Student's classroom teacher

## **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 Lake Washington School District and are currently not receiving special education services. Child Find services are conducted throughout the year in Lake Washington School District through the guidance team process.

If you have a child, (age birth to 21) and are concerned about his/her 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 Willows Special Services 425-936-1170 (birth through preschool) and request Child Find information.

## **LWSD Psychologist's Role and Services**

The Lake Washington School District psychologist is an Education Staff Associate (ESA) and state certified psychologist. The role of the school psychologist is a specialty within the profession of psychology which focuses on the psycho educational development of individuals, their abilities and potentials and the social-emotional, cultural and environmental factors which influence the learning and adjustment process. The school psychologist applies the knowledge base accumulated about psychology to serve the mental health and educational needs of all children with special needs. The school psychologist generally provides the following services:

1. Consultation
2. Psychological and psycho educational assessment
3. Counseling, behavior management and other interventions
4. Research

# Elementary School Counseling Program

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The LWSO counselor is an Education Staff Associate (ESA) and state certified school counselor. The role of an elementary school counselor involves working with students, staff and parents. The counseling program is a part of the total school program and complements students' learning in the classroom. It is a child-centered, preventative and developmental. The school counselor generally provides the following services:

- Classroom guidance lessons
- Consultation
- Conducting small groups dealing with a variety of topics such as: conflict resolution, problem solving, refusal skills, friendship issues, etc.

## Building Expectations

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### Students are expected to:

#### 1. Show respect for self and others:

- Follow adult directions promptly without verbal or physical exchange.
- Follow all classroom rules.
- Try to solve own peer conflicts.
- Use appropriate language (no verbal abuse or negative language/gestures).
- Keep hands/feet to self (no spitting & using objects to harm others).
- Respect school property and property of others.

#### 2. Be safe:

- Walk in the classrooms, breezeways, and courtyards.
- Follow the direction of Safety Patrols.
- Arrive at school after 8:25am (no supervisor on grounds until then)
- Use all equipment appropriately.

#### 3. Be courteous:

- Arrive at school on time.
- Treat others the way you would like to be treated.
- Dress appropriately for school.
- Use quiet voices in classrooms, hallways, lunchroom and courtyards.

#### 4. The following items are not allowed at school:

- |               |                          |                  |
|---------------|--------------------------|------------------|
| • hard balls  | • roller blades/scooters | • laser pointers |
| • super balls | • whistles               | • baseball bats  |
| • skateboards | • electronics            | • toy weapons    |

Personal items including toys and play equipment need to be left at home and enjoyed there. The school is not responsible for lost or stolen items.

# Dress Code

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The Wilder staff would like all our students to be in a safe environment that encourages learning. Appropriate clothing is part of that environment. We believe the way students look reflects their attitude towards school and themselves. We do expect all students to dress and groom themselves neatly and appropriately. They should be proud of the way they look when they come to school.

A clean, neat appearance is primary. We do insist on the following dress rules:

1. Any clothing that is identified with gangs or gang type of behaviors is forbidden.
2. Clothing needs to adequately cover students.
3. Swimwear or clothing that replicates swim wear is considered inappropriate.
4. Students may not wear flip flops due to safety reasons.
5. Students may not wear shirts with suggestive slogans, four-letter language, pictures related to drugs, alcohol, weapons, or gangs.
6. Students may not wear hats in the building.

# Playground Rules and Expectations

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The playground is for fun and exercise. Each student at Wilder has a right to have fun and be safe on the playground. That is why each student needs to know and obey the rules.

Students can play:

- tetherball, basketball, four square, hopscotch, and jump rope on the blacktop. Wall ball games are played in the covered areas only.
- football, soccer, kickball, whiffle ball, and tag on the fields only.
- with equipment from home. It must be labeled, shared, and recess rules must be followed.
- safely on all equipment.

Students must:

- have a pass to enter the building from recess.
- stop playing when the recess bell rings, return all recess equipment to the carts, and lineup.
- WALK to and from recess.
- remain in the upright or sitting position at all times

Students may not:

- go outside designated playground boundaries.
- use inappropriate language.
- fight or play fight.
- pick up or throw anything from the ground, bushes, or trees.
- play tag in the Big Toy or Ring areas, or on the blacktop.
- sit on top of the monkey bars or climbing wall.
- pick up other students.
- take food or gum out of the building.
- bring any toys with batteries or electronic equipment. If your child must carry a cell phone or cell phone watch, it must remain in the student's backpack. Cell phones and cell phone watches are not to be used during school hours.
- bring more than (10) trading cards. Cards are not to be sold or traded.
- participate in games or activities that are unsafe i.e. dodge ball, red rover and rolling or sliding down the hills.

If students have questions on guidelines, they can ask a recess teacher.

Park It Program: Students who are unable to follow the rules will be asked to "park it." This will give the student a brief time to calm down and reflect on appropriate playground behavior.

Equipment "Time Out": Balls not returned to bins are put in "time out" for the rest of the week.

# Behavior Policy

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## Beliefs

*We believe that:*

- people who are honored, valued and respected will learn to honor, value and respect others.
- when students are responsible for their own learning and behavior, they will feel successful.
- staff, teachers, and parents need to help children be accountable and responsible for their learning at home and school.

## Expectations

To uphold these beliefs, four basic expectations will be taught, modeled, and reinforced:

1. Be on time. Arrive to school on time and be punctual throughout the day.
2. Be Prepared. Be responsible by bringing necessary materials to school and having homework completed. Be ready to actively participate in your learning.
3. Do your best. Strive for your personal best. Pay attention and ask for help when needed.
4. Respect self and others. Respect diversity and differences. Be polite. Be safe. Be respectful of adults and peers. Respect the rights, well-being, and property of self and others.

## Consequences:

For every expectation, achieved or not achieved, there is a consequence.

Natural Consequences: Natural Consequences are the logical result of behavior. They may be the result of appropriate or inappropriate behavior.



# Discipline Policy

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Staff and students address discipline in two places: within the classroom and outside the classroom in common areas. While the classroom teacher is the primary supervisor of a student's behavior and will most often initiate the discipline process, all staff members serve in that capacity. In extreme cases, the building administrators, their designee, and/or the Guidance Team will be involved. If inappropriate behaviors occur, the discipline process follows these steps:

## **Classroom**

1. *Behavior Reflection Form*: Should a student have difficulty meeting expectations in the classroom, the Behavior Reflection Form will be completed by the student at school. This must occur before the student's next recess. It will state the inappropriate behavior, the child's understanding of the appropriate behavior, and wiser choices that can be made. Parents will be notified by phone and natural consequences may be included. Behavior Reflection Forms may also become the basis for a School Behavior Contract. Step 1 in this process may be replaced with a teacher designed management system for behavior improvement. The teacher's plan will be documented and communicated to the student's parent(s).

2. *School Behavior Contracts*: Should a student continue inappropriate behavior, a teacher management system will be followed by a School Behavior Contract. A School Behavior Contract formally clarifies a child's expected behavior and states consequences for inappropriate behavior. The School Behavior Contract requires the approval of the Building Administrator. When a School Behavior contract is adopted parents will:

- A. Be notified and given the opportunity for input.
- B. Be requested to acknowledge the contract.

3. *Behavior Plan*: Should the student be unable to fulfill the School Behavior Contract, a Behavior Plan will be written based on the recommendation of the Guidance Team. It will follow the Lake Washington School District's guidelines for a Behavior Plan. When a Behavior Plan is to be considered by the Guidance Team, parents will be notified in advance.

## **Common Areas**

### *Wilder Consequence Slips*

Consequence slips will be issued in common areas by recess teachers and staff for inappropriate behavior. Copies will be sent to the classroom teacher and parents. Natural consequences, loss of privileges, detention, or suspension may accompany consequence slips.

*Note: Students will be given a fresh start at the beginning of each grading period.*

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# **Discipline Policy**

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## **First Consequence Slip:**

- Staff member fills out Consequence Slip
- Classroom teacher and principal informed by issuing staff person.
- Classroom teacher will re-teach appropriate behavior to the student.
- Student/principal or designee notifies parent by phone after receiving consequence slip.
- Parent discusses consequence slip with child, signs and returns it to teacher the next day.
- Appropriate consequence assigned.

## **Second Consequence Slip:**

- Same as steps 1-5 above - plus
- Increase of consequences.

## **Third Consequence Slip:**

- Same as steps 1-5 above - plus
- Half-day in-house suspension the following day.
- The principal will contact the parents to discuss student's behavior.

## **Fourth Consequence Slip**

- Same as steps 1-5 above - plus
- Behavior plan for student.
- In-house or out of school suspension.

**Bus Tickets**

If a student receives three bus conduct tickets, the student may lose riding privileges.

*Note: Further slips will result in a consequence to be determined by the Building Administrators or their designee.*

**Extreme Behavior**

In the case of extreme behavior when a student seriously endangers others physically and emotionally, blatantly disregards another's diversity, willfully endangers or steals property, or seriously challenges the authority of the staff, or the principal, suspension will seriously be considered. Parents will be notified and a suspension will be followed by a principal/teacher/student conference and the immediate implementation of a Behavior Plan. Examples: pantsing, pulling the fire alarm, defacing school property, etc.