



Samantha Smith Elementary

Family Handbook 2026 – 2027

High Quality Instruction & Sense of Belonging for All Learners

Principal: Yon Ho yho@lwsd.org Associate Principal: Cody Aguirre coaguirre@lwsd.org Office Manager: Patrick Heaviside pheaviside@lwsd.org	Secretary & Registrar: Kellie Eaton keaton@lwsd.org Attendance: SmithESAttend@lwsd.org Email before 9:30 AM with: • Student First and Last Name • Grade & Reason Phone attendance line: 425-936-2711
School Nurse: Mihaela Dobre mdobre@lwsd.org School Counselor: Janae Muhlestein jmuhlestein@lwsd.org	Health Room Secretary: Betty Gharai begharai@lwsd.org (425) 936-2713 (Health Room)

School Information

Monday, Tuesday, Thursday, Friday	Early Release Wednesdays
• Students Arrive No Earlier Than 9:10 • School in session: 9:20 – 3:55 • Bus Departure ~ 4:00	• Students Arrive No Earlier Than 9:10 • School in session: 9:20 – 2:25 • Bus Departure ~ 2:30

Students will not be released within 10 min. of the end of the day as it disrupts the learning environment.

When dismissed, students need to go straight home. There is no supervision before or after school. When picking up your child from after-school programs, please ring bell on West door of gym for YMCA.

Also, please know that if you arrive to pick up your student during recess, we will have you wait until recess is over to call them to the office. Tracking down students at recess takes away from our staff's ability to support students at recess. Thank you for your cooperation. **Please take the time to familiarize yourself with our Daily Schedule.**

Transportation

LWSD Transportation Department can be reached at 425-936-1120.

- Route and scheduled times can be found here [Transportation: bus information and walk routes.](#)

- Students should arrive 5 minutes before the stated bus arrival time.
- Supervision of elementary students, at the bus stop, is parental responsibility.

Visiting Campus & Communication with Teachers

- All school visitors must sign in at the office to maintain building security.
- Playgrounds are not open to the public or siblings during school hours.

For change of student transportation plans after 12pm or emergencies, please call the office.

- Please allow 24 hours for teachers to reply to email.
- Please set up an appointment if you would like to talk with the teacher. Dropping by before or after school impacts their planning for the day and does not give staff adequate time to prepare for the meeting.

Lunch Information

- Lunch Payment Can Be Made [Here](#)
- Lunch Menus Can Be Found [Here](#)
- Information about how to qualify for Free or Reduced Lunch Can Be Found [Here](#)

Welcome from the Principal



Yon Ho

Principal, Smith Elementary

Dear Students and Families,

It is with great gratitude and excitement that I welcome you to the 2026–2027 school year at Samantha Smith Elementary. Having served as the Associate Principal here for the past several years, I am honored to continue my journey with this incredible community as your principal.

For those who have not yet met me, I would like to share a little about myself. I was born in South Korea and immigrated to the United States when I was eight years old. Growing up, I lived in several states before moving to the Seattle area in 2014, where I joined Lake Washington School District as a Pull-Out Quest teacher. In 2020, I transitioned into school administration and have been fortunate to serve students, families, and staff in a variety of leadership roles.

Outside of school, I enjoy spending time with my family and our two dogs, traveling, and playing tennis. I am deeply grateful for the opportunity to lead our community as principal. My goal is to ensure that every student, family, and staff member feels valued, connected, and supported. When students know they belong, they are empowered to take risks, embrace challenges, and grow into confident learners.

At Samantha Smith Elementary, we are committed to supporting the whole child by fostering academic, social, and emotional growth. We nurture the LWSD mindsets of perseverance, adaptability, agency, curiosity, and acceptance while providing meaningful opportunities for students to build relationships, develop resilience and independence, contribute to their community, and grow as confident learners. Through these experiences, we strive to create a supportive environment where every student is empowered to learn, grow, and thrive.

This year, our social-emotional learning focus is self-efficacy—helping students build confidence in their ability to learn, grow, and overcome challenges. As we implement a new reading curriculum, we will support both students and staff in embracing new learning opportunities. This work aligns closely with our commitment to developing the whole child by strengthening academic growth, resilience, and social-emotional well-being.

As we begin this new school year together, I am filled with optimism for what lies ahead. Samantha Smith Elementary is a special place because of the students, families, and staff who make up this community. I look forward to partnering with you to ensure every child feels valued, supported, and inspired to learn and grow.

Warmly,

Yon Ho

Principal
Smith Elementary

Welcome from the Associate Principal



Cody Aguirre

Associate Principal, Smith Elementary

Dear Smith Community,

My name is Cody Aguirre, and I'm honored to be joining you as your new Associate Principal, splitting my time between Smith Elementary and Redmond Elementary.

I've had the privilege of serving in LWSD for over a decade now. My journey started at Redmond Elementary and then led me to Clara Barton Elementary, where I spent years learning and growing into the leader I am today. As I step into this new chapter, I'm especially excited for what lies ahead here at Smith, getting to know this community, learning what makes it special, and becoming part of its story.

On a more personal note, I was born and raised in Hawaii, and I've since settled into the PNW with my wife, our two sons (ages 4 and 18 months), and our golden retriever. When I'm not at school, you'll usually find me outdoors, near or in the water as often as I can manage, or with my nose in a new book. Family is at the center of my life, and that same sense of care and connection is something I hope to bring into this community.

As we get opportunities to connect, you'll find that equity is at the center of how I think about this work. Every child deserves to be seen, supported, and pushed toward their full potential, and every educator deserves the tools and trust to make that possible. That belief guides every decision I make, and I bring it with me into this role. I also want to acknowledge that I'm stepping into this position as a learner. I have things to learn about Smith — your traditions, your challenges, your strengths, the things that make this community distinctly yours. I'm eager to listen, to ask questions, and to grow alongside you.

I also want you to know that I'm here to support you, fully and genuinely. I want to be present, visible, and available in the moments that matter, big and small. This community deserves nothing less.

I'm looking forward to getting to know each of you, to learning what makes Smith special, and to building something meaningful together.

With gratitude and excitement for what's ahead,

Cody Aguirre

Associate Principal

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Samantha Smith Policy & Rules For Students & Families

Content in this section is to be reviewed yearly by families and students together.

Complete LWSD Student Rights and Responsibilities [Can Be Review Here](#)

Arrival and Dismissal



- Arrive between 9:10 – 9:15 and go to your lineup area.
- The playground is closed before school for safety.
- School is out at 3:55 (2:25 on Wednesdays). Students must leave the school grounds after school unless staying with an adult for supervision.
- Students will not be released within 10 min. of the end of day.
- You need a note/email from your parent(s) if your afternoon pick-up is changing.

Absentee & Tardy Policy



- It is important that you are at school on time each day.
- You can help your family be on time each day by setting out your school materials the night before and getting to bed on time.
- If you arrive at school after the 2nd bell (9:20) you will need to check-in to the office with an adult for a late tardy slip.

Contacting Your Family



- If you have an important reason to reach your family during the day, use your classroom phone or get a note from your teacher to use the office phone.
- Cell phones and watches are NOT to be used to call or text families during the day.

Electronics



- Cell phones need to be on silent and in backpacks during the school day. They may not be used to text, call, play games, take photos/videos, or access the internet.
- Smartwatches and fitness trackers may be worn to school but must be used only as a watch during the day. All texting, calling, internet, and game features must be disabled. If a student uses their watch for texting, calling, photos, or internet access, they will be asked to keep it in their backpack for the rest of the day and going forward.
- You may not use your cell phone or watch to take picture/video on school campus/bus.
- eReaders may be used for reading only—not for games or internet access.
- Items used inappropriately or causing a disruption will be held for parent pickup.

Items from Home



- You can bring anything you need to school to help you do your schoolwork.
- Umbrellas may be used safely on the blacktop during recess. Unsafe use may result in the umbrella being sent home and no longer being allowed to use it at recess.
- Students must use balls and equipment provided by the school for insurance purposes. Please let us know if there are items we need to purchase.
- Leave toys, games, and cards at home unless your teacher gives permission for a game day. Disruptive items will be held in the office for pickup.
- Fidgets may be brought to school with the teacher's permission.
- Money should not be brought to school and may not be exchanged on campus.
- Items from home cannot be bought/sold or traded on the playground.

Computers



- Respect district computers and use computers and software responsibly.
- Be a good digital citizen and follow [AUP guidelines](#).

Student Conflict



- Peer conflict is an expected part of the school experience. You are learning to solve problems and build relationships with peers and adults.
 - Follow SWIM Expectations.
 - Participate in Restorative Conversations.
 - Use SWIM Conflict Response guide to deescalate conflict situations.
-

Trusted Adults



Recess Staff

- Help you if you get injured.
- Listen and help you solve small problems.
- Help you report big problems.

School Counselor

- Teach emotional regulation, friendship, problem solving and social skills to your class, small groups, and individuals.
- Help you if you feel upset or need to talk.
- Talk to families when needed.

Classroom Teacher

- Teach school expectations.
- Teach emotional regulation and social skills.
- Have a classroom process for solving problems.
- Help you solve problems and learn from mistakes.
- Ask counselor or administrators for help solving problems when needed.
- Contact families when needed.

Principal and Associate Principal

- Help with major safety and big problems.
- Follow up when unsafe choices happen.
- Talk to families when needed.
- Make sure school is safe and fair for everyone.
- Contact families when needed.

Wheels on Campus



- Students may ride a bike or scooter to school if accompanied by a parent/guardian.
- 4th and 5th graders may ride independently with a signed permission form on file.
- Helmets and locks are required when riding and storing bikes.
- Students must walk bikes/scooters on and off campus for safety.
- Skateboards, rollerblades, and motorized scooters are not allowed on campus.
- Please note: The school is not responsible for lost, stolen, or damaged bikes.

Walkers



- Use crosswalks and crossing guards to cross streets.
- Walk in a group with other students and families for safety.
- Use the fastest and safest route when traveling to/from home.

Car Pick Up



- Go directly to the car pick-up line after school.
- Your ride may park their car and come to the school to pick you up if you have an after-school meeting or plan to stay on campus.
- You may not walk alone into the parking lot and get into your car.

Bus



- Go directly to the bus loading area at dismissal.
- Follow SWIM bus expectations on the bus.
- A note is required from the parent if there is a change in the bus riding routine.
- District Bus Policy can be [reviewed here](#).

Safety Patrol



- Safety patrol members are 4th and 5th graders.
- See Mr. Scott for more information about the Safety Patrol.

Medication



- If you take medicine at school, you will do that in the health room. This medicine will have a note from a doctor.
- You may not keep or take any medicine brought from home without a doctor's note. This includes cough drops, cold medicine, and medicated lotions.
- You may put on sunscreen yourself if you have a note from your parents.

Sick or Injured



- If you are sick, tell an adult and get a pass from an adult and go to the health room.
- You must wait until you are healthy enough to return to school. [Details are here](#).
- If you get injured at school, get a pass from an adult, and go to the health room.

Birthdays



- Due to health reasons and allergies, birthday treats are not allowed.
- We will help you celebrate your special day – please don't bring treat bags.
- Birthday invitations may not be handed out at school including before/after in line-up unless you are inviting the entire class.

Recess



- All students go to recess every day.
- Take an extra layer to recess when it is cold or raining. Do your best to stay dry.
- If you need a coat, hat, or gloves for the season – talk to our counselor.
- See SWIM expected behaviors matrix for playground expectations.

Food & Snacks



- Healthy food and snacks are important to support student learning. Please work with your family to make healthy choices for your lunch and snacks.
- The school follows the [LWSD Nutrition and Health Policy](#) which limits school provided treats to 3 parties per year.
- We DO NOT share food(s) with peers at lunch/snack time due to safety concerns.

Breakfast & milk prices will remain the same for the new year. Here are the new lunch prices:

Lunch		
	Student	Adult
Reimbursable Meal Elem — Reduced	\$0.00	—
Reimbursable Meal Elem — Paid	\$4.70	\$6.00
Entrée w/ Meal — All	\$3.00	\$6.00
2nd Complete Meal — All	\$5.20	\$6.00

Dress Guidelines



- Wear shoes appropriate for running, climbing, and playing on recess equipment, stairs, outdoor terrain, and participating in P.E.
- Your clothing must cover private body parts.
- Clothing may not promote alcohol, tobacco, drugs, sexist/racist themes, profanity, violence, illegal/dangerous weapons, sexual connotations, or gangs.

Dogs On Campus



- Dogs cannot be on campus during school hours and during drop-off/pick-up.
- During non-school hours, dogs must be on leash.
- Scoop your own poop! We don't want to step in it during recess!
- Read more on the LWSD Service Animal Policy here.
<https://go.boarddocs.com/wa/lwsd/Board.nsf/goto?open&id=BSCSWM74B0FC>

Samantha Smith Student Development & Support

Child Development & Goals

At Samantha Smith Elementary, we are committed to supporting the whole child—intellectually, socially, and emotionally. Our goal is to cultivate resilient, empathetic, and well-rounded students who are equipped to navigate challenges with confidence and integrity. We believe that both mindsets and skill sets matter, and we intentionally teach and model these qualities throughout a student's school experience.

Positive Behavior Supports & Zones of Regulation

At Samantha Smith, we use a school-wide Positive Behavior Intervention and Support (PBIS) framework to create a consistent, respectful, and inclusive environment where all students can thrive. Our expectations are organized around our SWIM values:

S – Safe

W – Work Hard

I – Integrity

M – Mindful

These values are taught and reinforced throughout the school to support both personal growth and community. Just like academics, behavior and emotional skills take time to develop. We use tools like the Zones of Regulation to help students manage emotions and stay ready to learn—with support tailored to individual needs.

For more information, please see our SWIM and Zones Family Handbook, available on the school website.

Conflict Resolution & Behavior Support

Guiding Beliefs

We recognize that elementary students are still learning how to manage strong feelings such as frustration, anger, or disappointment. While peer conflict is a normal part of growing up, our staff is committed to ensuring a safe, respectful environment where students learn and practice appropriate ways to solve problems and restore relationships.

How We Teach and Support Conflict Resolution

When conflict arises, our goal is to support every student involved—both those who may have caused harm and those who were impacted—by providing:

- Classroom instruction in conflict resolution and emotional regulation
- Small-group lessons and skill-building opportunities
- Real-time adult coaching during recess or classroom activities
- One-on-one support and restorative conversations when needed

We actively monitor behavior patterns and follow up on student concerns to ensure no issue is dismissed or overlooked. Support may be adapted based on individual needs, especially for students receiving special education or Section 504 services. Families are always welcome to reach out if they have questions or concerns about their child's experience.

We encourage students to respond to conflict in ways that reflect our SWIM values—choosing safe actions, walking away when needed, using strategies to calm down, and seeking help from an adult rather than escalating the situation. While we understand that strong emotions can be difficult to manage, retaliation—whether verbal or physical—is not an acceptable response, and we work with students to build the skills they need to respond safely and respectfully.

What Happens After a Conflict

We document significant incidents and patterns of behavior, and we use this information to guide follow-up, monitor progress, and ensure consistent support. All students involved in a conflict will work with staff (teacher, counselor, and/or administrator) to reflect, learn, and grow. This includes:

- **Students who initiate conflict**, verbally or physically, are guided to take accountability, repair harm, and build skills to prevent future incidents.
- **Students who escalate conflict in response** will also receive support to manage emotions and resolve challenges safely.
- **Students harmed by conflict** will receive support from staff to restore their sense of safety and wellbeing.

For students with disabilities, our responses are tailored to align with their IEP or 504 Plan, while maintaining high expectations for safety and respectful behavior. We understand that emotional regulation is a developing skill. Our team responds with empathy and support, while reinforcing consistent expectations and helping students build confidence in navigating social situations.

Communication with Families

We believe families are essential partners in helping children grow through conflict. When incidents occur, we use a tiered communication approach based on the nature of the behavior and each student's needs. Significant incidents are documented to guide follow-up, support progress, and ensure consistency over time.

- **Minor, classroom-managed conflicts** (e.g., disagreements, name-calling, or low-level physical contact) are common learning experiences and typically do not result in parent communication.
- **Persistent or escalating conflicts** (e.g., repeated peer issues or difficulty managing emotions) may lead to communication from a teacher, counselor, or administrator. We'll work together to support your child's growth.
- **Serious incidents** (e.g., physical aggression, threats, or significant disruption) will result in direct outreach from an administrator. We will share what occurred, how we ensured safety, and what next steps are planned.

Privacy and Accountability

We are committed to protecting student privacy in accordance with district policy and state law. While we cannot share information about other students involved, we will always:

- Communicate what happened as it relates to your child
- Share how your child is being supported
- Explain the steps we are taking to ensure safety and accountability

If your child has an IEP or 504 Plan and you have questions about how behavior is addressed in connection with their supports, please contact their case manager or a school administrator.

LWSD Discipline and Restorative Practices

Samantha Smith follows the Lake Washington School District's approach to discipline, which emphasizes instruction, restoration, and correction. This includes:

- Helping students understand the impact of their actions
- Encouraging accountability and empathy
- Providing skill-building and reflection opportunities
- Using restorative circles or conferences when appropriate
- Taking corrective action based on the severity and frequency of behavior

All responses are guided by LWSD Policy 3241 and are tailored to student needs—while maintaining consistent expectations for safety and respectful conduct. While most peer conflict is part of normal development, repeated or targeted behaviors may meet the definition of harassment, intimidation, or bullying (HIB) under Washington state law. If an incident meets this threshold, we follow district HIB protocols. More information is available in the [LWSD Student Rights & Responsibilities](#).

Partnering with Families

We deeply value our partnership with families. Helping children learn to manage conflict, advocate for themselves, and take responsibility is an important part of their growth—not a reflection of failure. Together, we can support students in building the social and emotional tools they need to thrive. Please don't hesitate to reach out to your child's teacher, case manager, counselor, or an administrator with any questions or concerns.

Attendance, Absences, and Registration

Absences / Safe Arrival

If your child is absent from school or going to be tardy, **please email SmithESAttend@lwsd.org with your student's first and last name, grade and reason for absence or tardy** before 9:00am (*you may also call the school attendance line at 425-936-2711*). Please review the symptom guidelines, from the Lake Washington School District nurses, in the [Too Sick for School](#) section, to determine if your child should attend school. Please do not send your child to school when she/he is ill.

Smith Elementary Attendance & Tardy Policy / Procedure

Why Attendance Matters

Regular attendance is essential for academic success and social development. Whether excused or unexcused, missed days impact learning. We're here to support consistent attendance for every student.

Excused Absences

Examples include illness, medical appointments, family emergencies, and religious observances.

If a student has 5 excused absences in a month or 10 in a year:

- A conference will be scheduled to identify barriers and offer support.
- If applicable, the students' IEP or 504 team will meet to review accommodations.
- A conference is **not required** if a doctor's note is provided and an academic plan is in place.

Unexcused Absences

Examples include oversleeping, missing the bus, or vacations not pre-approved.

- **After 1:** Parents will be notified by phone or in writing.
- **After 3 in a month:** A conference will be scheduled.
- **Between 2–7:** The school will implement support strategies; IEP/504 teams will meet if needed.
- **At 7 in a month:** The student may enter an attendance agreement, be referred to a Community Engagement Board (CEB), or have a truancy petition filed.
- **After 7 in a month or 15 in a year:** A truancy petition will be filed with Juvenile Court.

Tardiness

School begins promptly at **9:20 AM**. Students who are frequently late (5 or more times a month) may require a parent meeting to develop support strategies.

Communication & Support

We're committed to supporting families with attendance and tardiness. Communication is provided in your preferred language or format.

Pre-Arranged Absences

Please consult the **LWSD District Calendar** when planning travel. If a student will be absent:

- Complete the **Pre-Arranged Absence Form** (available online or in the office).

- Teachers will not provide work in advance. Assignments that can be completed at home will be saved and provided upon return.
- After **20 consecutive days**, the student will be withdrawn and must re-enroll. Placement in the same class is not guaranteed.

Student Withdrawal

If your family is moving or transferring schools, please notify the office at least one week in advance. Ensure all school materials are returned, and lunch balances are settled.

Classrooms, Learning & Family Engagement at Home

Daily Communication: Home Folder, Planner & ParentSquare

- Check your child's backpack each night.
- Review their folder or planner daily.
- Teacher and school communication will come through **ParentSquare** by text or email.

Nightly Reading: Expected at Every Grade Level

Regular reading is essential to building strong literacy skills and a love of learning. We ask all families to make reading part of their daily routine.

You can support your child by:

- Setting aside daily time for reading together or independently
- Substituting books for screen time during car rides, meals, or bedtime
- Encouraging reluctant readers with shared reading, audiobooks, or reading aloud to a pet or sibling

Note: Reading expectations and logs vary by teacher.

Homework Philosophy & Family Support

At Samantha Smith, we believe students do their most meaningful learning during the school day. Research shows that traditional homework has limited academic benefit in elementary schools, especially when students already have full afternoons with activities, family time, and rest.

Instead of frequent homework, we focus on:

- Building strong learning habits during school hours
- Encouraging joyful reading at home
- Supporting time for play, creativity, and family connection

Teachers may occasionally assign optional, age-appropriate tasks to reinforce skills or build independence. These are always intended to be manageable and meaningful.

If Practice Work Comes Home

If your child brings home optional practice, it should:

- Be completed independently
- Take a reasonable amount of time
- Never interfere with family time, rest, or activities

If it becomes stressful, please connect with your child's teacher so we can adjust as needed.

At-Home Learning That Matters

We encourage families to use evenings for experiences that build creativity, connection, and lifelong learning—no worksheets required!

Here are simple, meaningful ways to support your child's development at home:

- Read together (or listen to audiobooks!)
- Play board games or puzzles
- Cook or bake together
- Take a walk or explore outside
- Share stories and practice conversation
- Build, draw, invent, and create
- Prioritize rest and good sleep habits

These everyday experiences help children grow as thinkers, problem-solvers, and joyful learners—often more than traditional homework can.

Learning Standards

Lake Washington School District is a “standards first” district. This means that teachers base all learning on current standards and assess student progress on these standards. Standards are learning goals for what students should know and be able to do at the end of each grade level. Standards help teachers ensure their students have the skills and knowledge they need to be successful, while also helping parents understand what is expected of their children.

Lake Washington School District uses four major types of standards:

- The Common Core State Standards (CCSS)
- The Next Generation Science Standards (NGSS)
- Washington State Social, Emotional Learning (SEL) Standards

Please visit [Lake Washington School website](#) to read more about Washington State Learning Standards.

Curriculum

Lake Washington School District teachers use adopted curriculum and guidelines to meet the learning standards above. Please visit the [Lake Washington School website](#) to read about Lake Washington adopted curriculum.

Assessments and Grading

Assessments are used to show the level of proficiency on the standards for each child. The results of these formative and summative assessments provide valuable information to teachers regarding how students are progressing against the standards. Teachers then use these results to guide instruction and to determine students' day-to-day readiness for new concepts and skills. Proficiency scales show teachers what to look for to determine if students have met those expectations. LWSD uses a standards-based grading scale of 1 to 4. Standards-based scores are not equivalent to percentage scores but rather an indicator of a student's current level of proficiency in relationship to learning standards.

1 – Not At Standard	2 – Approaching Standard	3 – At Standard	4 – Exceeding Standard
			
✓ Acquiring foundational knowledge and skills needed to meet standard. ✓ Needs consistent help. ✓ Utilizes additional supports.	✓ Developing knowledge and skills and may meet standard in familiar tasks. ✓ Needs additional practice to build consistency and accuracy. ✓ May need extra help.	✓ Has knowledge and skills to independently meet standard. ✓ Is consistent and accurate.	✓ Able to apply knowledge and skills in various and unfamiliar ways. ✓ Adds unique ideas & perspective. ✓ Able to explain their understanding of standard.

Report Cards

Students will receive report cards twice a year (January and June). [Parents can view grades online](#) via Skyward throughout each grading period after they have been uploaded. There will be a goal setting conference (teacher, parent and student) in October as well as an academic conference in January. If you will be traveling early on vacation at the end of the year and would like your students report card mailed to you, please leave a self-addressed stamped envelope at the front office. Technical support for logging onto Skyward can be [found here](#).

At the end of each semester (January and June) **students with IEPs goals** will receive the end of each semester (January and June), you will receive:

- **A report card** from the classroom teacher including grades showing your student's progress toward proficiency on grade-level standards, based on classroom work, assessments, and/or observational data.
- **A progress report** from case manager detailing your student's progress on specific IEP goals.
- **Classroom Teachers:** Will assign report card grades based on progress toward grade-level standards using student work, assessments, and/or observational data.
- **Special Education Teachers:** Will continue to provide progress reports on specific IEP goals.

The goal of this dual reporting approach is to give families a comprehensive view of their child's progress on specific IEP skills and grade-level standards.

- **WA-AIM:** Students assessed using the WA-AIM will be graded on the standard access points shown in the WA-AIM and documented in the student's IEP, collaboratively with the classroom and special education teachers.
- **Impact:** Report card scores do not affect grade level progression (one grade level to the next) or participation in school/district activities.

Classroom Parties

Each classroom is allowed three school sponsored parties, celebrations, or events per year. These parties will be spread throughout the year and aligned with a seasonal or school related theme determined by the teacher.

- **Fall party themes examples:** Gratitude, Fall harvest, academic related themes.
- **Winter party theme examples:** Valentine's Day, 100th day of school, Pi Day, Winter wonderland
- **Spring party theme examples:** End of the year, End of Testing, or academic related themes

Classroom party volunteers are asked to work with the teacher regarding the selection of food items for parties and should include planning for students with food allergies and other food-related concerns. Most of the food choices should be healthy options (such as fresh fruits and vegetables, crackers with cheese, etc.).

Students will have the opportunity to dress up in costumes at various times during the year such as spirit week, Read Across America week, and ABC end of the year countdown. Holiday and cultural recognition will happen aside from school parties throughout the year in various ways such as This is My Story, Student of the Week, My Favorite Day, and classroom meetings/presentations.

Birthdays

In order to support the LWSD Nutrition and Physical Fitness Policy and the health and learning of our students, we ask that you and your student do not bring or distribute birthday food or treat bags to share at school. Please do not have flowers or balloons delivered to the school for your child. To avoid potential hurt feelings, individual party invitations will not be distributed before, during, or after school. Whole class invitations are acceptable. Please contact the classroom teacher before sending any invitations to school.

Planning for Expected Costs

For your planning purposes, below are expected family expenses each year.

Beginning of Year		
EduKits / School Supplies	Individual school supplies for each student	~\$40
PTSA Membership	Support school-wide programs, stay connected, access events, early club sign-ups, and school directory	\$25 per family (optional but strongly encourage to join / supports students)
Class Party Funds	Games, crafts, and treats for 3 class parties during the year	~\$25 (collected in September)
Fall		
Dolphin Dash (Main PTSA Fundraiser)	Funds field trips, teacher stipends, art programs, student clubs, assemblies, staff appreciation, 5th grade graduation, camp grants & more	Suggested Donation: ~\$125 per student in October
Giving Tree Donations	Holiday gifts for Smith families in need	Suggested Donation: Optional (November)
Winter / Spring		
Field Trip Fees	Supplemental costs for trip tickets and transportation	~\$15/year
Staff Appreciation	Food and treat sign-ups to celebrate staff throughout the year	Suggested Donation: Optional
Jump Rope for Heart / Student Leadership Fundraiser	Fundraiser for local charity organized by student leadership	Suggested Donation: Optional (TBD)

5th Grade Families Only

5th Grade Party	End-of-year celebration with lunch and a special on-campus experience	~\$40 (collected in April)
5th Grade Camp	Overnight camp experience	Goal Cost: ~\$250 final payment due in October

PTSA & Family Engagement at School

Smith PTSA (Parent Teacher Student Association)

Our PTSA is a vital partner in providing students and staff with many special opportunities throughout the year such as:

- Dolphin Dash & Bash
- Art Lessons
- Updated books for classrooms
- Special playground equipment
- Student Scholarships
- Explore
- Field trips
- T-Shirts
- Teacher appreciation treats
- Assemblies

In order to keep these things running for our students, PTSA needs your partnership through membership and engagement. The wide variety of ongoing programs and the flexibility to start new projects means there can be something for everyone. PTSA objectives all aim to promote the welfare of children and youth at home, school and in the community.

[Join PTSA here](#) and then explore [opportunities to volunteer here](#).

Samantha Smith welcomes family and community members to volunteer and find that experience is positive for our staff, students, as well as the volunteer.

School Volunteer Procedures

Pre-approval of volunteers is one of the critical ways to ensure the safety of our students and staff. In order to provide the greatest amount of protection possible for the students and staff in our district, we will be diligent in following the district volunteer screening process. Please visit the district [Volunteering in LWSD – Lake Washington School District](#) and follow the procedures/steps to get approved before signing up to volunteer.

Volunteers

Samantha Smith is fortunate to have caring and dedicated parents and guardians in our community. Volunteer hours are 9:05 to 4:05. Children are not permitted in the teachers' work room or supply room. If an older student would like to volunteer in the school, they must complete the Student Volunteer Application. All volunteer information including applications, volunteer status, and opportunities can be found at <https://www.lwsd.org/get-involved/volunteering-in-lwsd>.

If you are volunteering to help with a classroom party, please find childcare for younger children (see [LWSD Volunteer Handbook](#), page 3). If an older sibling would like to attend a classroom party, please contact the teacher for permission. If the older sibling would like to help with the party as a volunteer, they will need to complete the Student Volunteer Application at <https://www.lwsd.org/get-involved/volunteering-in-lwsd>.

Fundraising

Each year staff members are approached by numerous students who want them to buy fundraising items such as popcorn or cookies. Not only can this be costly for staff members, it is also a disruption to instruction time. Please do not have your children bring their individual order forms to school. Instead, we ask that each troop/team/club/organization, etc., give one order form to the office staff who will put it in the lounge where staff members can review at their leisure. We want to support our students in their fundraising efforts by providing a fair opportunity for all students to benefit.

Student Wellness and Safety

Dress Code

In relation to student dress, the school's core values are the following:

- Students should be able to dress and style their hair for school in a manner that expresses their individuality without fear of unnecessary discipline or body shaming,
- Students have the right to be treated equitably. Dress code enforcement will not create disparities, reinforce, or increase marginalization of any group, nor will it be more strictly enforced against students because of racial identity, ethnicity, gender identity, gender expression, gender nonconformity, sexual orientation, cultural or religious identity, household income, body size/type, or body maturity,
- Students and staff are responsible for managing their personal distractions,
- Students should not face unnecessary barriers to school attendance.

Students may not wear clothing, jewelry, or personal items that:

- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups,
- Intentionally show private parts. Clothing must cover private parts in opaque (not able to be seen-through) material,
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose).

Immunizations

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

Medication

If there is a valid health reason which makes the administration of ORAL medication to a student advisable during school hours, the following procedures shall apply:

- Any medications to be administered must be accompanied by a completed **Medication Authorization Form** ([general medications](#), [anaphylaxis medication](#), [asthma medication](#), and [seizure medication](#) forms are available under 'Student Health').
- The form must be signed by the health care provider AND the parent or guardian. Medication Authorization forms are available at school or on the district website.

- Medications must be in the original, pharmacy labeled container and must match the authorization form.
- If tablets are to be split for proper dosing, this must be done by the parent at home before bringing the medication to school.
- Medications must be brought to school by parents; students are not permitted to carry medications to school.
- Over the counter medications/products (i.e., Advil/Tylenol, allergy/cold meds, cough drops, lotions, etc..) also require the completed form including health care provider and parent signatures.
- All medications brought to school for administration must be reviewed by the nurse before they can be administered to the student. Please plan and communicate changes to the School Nurse
- Sunscreen can be applied by students (not by staff) at school if parents have met the following conditions:
 1. Permission form is signed by parent/guardian and returned to school (the form can be obtained in the office).
 2. Sunscreen must be labeled with the student's full name. No sharing of sunscreen.
 3. NO spray sunscreen is allowed. Stick or liquid sunscreen is OK.
 4. Please show your child and have them practice how to apply the sunscreen at home before sending.

Please direct questions to the school nurse. Our nurse at Smith is Mihaela Dobre: mdobre@lwsd.org.

Accidents and Emergencies

If your child is seriously injured or becomes ill at school, a parent/guardian will be contacted immediately. If we are unable to reach a parent/guardian, we will contact the emergency contacts listed in your child's records. School staff will use their best judgment to ensure your child receives appropriate care until a parent, guardian, or emergency contact can be reached. Samantha Smith Elementary has a health room with a cot where students can rest comfortably while waiting to be picked up.

To help us respond effectively in an emergency, please keep your child's contact information, emergency contacts, and medical information current at all times.

If your child is evaluated by a healthcare provider for an injury, including injuries that occur outside of school, and is prescribed a medical device or equipment (cast, boot, crutches, sling etc.) or physical activity restrictions, please notify the school as soon as possible by providing a copy of the healthcare provider's note. This will help ensure that the information is communicated promptly to staff who work with your child and that appropriate accommodations can be made during the recovery period.

Too Sick for School

Too Sick for School – Lake Washington School District

Keep students home when they are too ill to learn or participate normally. Parents should notify the school when a student will be absent due to illness.

Students should stay home or be evaluated by a healthcare provider for:

- Fever of 100.4°F (38°C) or higher. Return only after being fever-free for 24 hours without fever-reducing medication.
- Chicken Pox or other contagious illness diagnosed by a healthcare provider
- Vomiting. Return after vomiting has stopped overnight and the student can keep down food and fluids the next morning.
- Diarrhea, especially if severe, prolonged, bloody, or accompanied by fever/vomiting.
- New or unexplained rash, particularly with fever or itching.
- Persistent cough with concerning symptoms such as gagging, whooping sounds, vomiting, fever, or weight loss.

- Thick or constant nasal drainage (yellow or green)
- Significant sore throat, especially with fever, swollen lymph nodes, or difficulty swallowing.
- Eye pain, swelling or significant discharged with redness or vision changes
- Earache and discharge from ear
- Open, draining wounds that cannot be fully covered.
- Changes in appetite or behavior

Insurance

If you are interested in school insurance, forms are sent home on the first day of school and are also available in the main office. This insurance is a supplemental accident insurance policy.

Emergency Closures and Late Starts

In the event of an emergency condition such as snow, earthquake, power failure, etc. resulting in a change in school schedule **please do not try to call the school**. You will be notified in the following ways:

- Phone call from the LWSD Messenger System
- Television: Local News channels
- AM & FM Radio
- Web Sites: Lake Washington School District
- Puget Sound Emergency Communication system [www.psecs.wednet.edu]

The announcement(s) may include information on schools closed, late start, limited bus service(s), and/or special announcements. **It is important to seek information from the above sources regarding school closures and late starts; please do not call the school for this information.**

Keeping Our School Safe – Visitor & Campus Access

Visitor Procedures

To ensure safety for all students and staff, **all exterior doors remain locked during the school day**.

All visitors must:

- Use the entry control system at the **main entrance**
- State their **name and reason** for visiting
- Proceed directly to the **front office**
- Show **photo ID** and **sign in**
- Wear a **visitor badge** at all times

Frequent visitor? Ask the office about a personalized badge for quicker check-in.

Campus Access Hours

Campus is closed to the public during school hours: 7:30 AM – 4:00 PM (Monday–Friday)

This includes the playground, field, blacktop, and parking lot.

Campus is open to the public: Before 7:30 AM • After 4:00 PM • All day on weekends

Please note: Fields may be closed when reserved by outside organizations.

Large group events or organized activities require advance reservation and approval.

Safety & Drills

At Smith, we prepare for emergencies by practicing drills each month. Please visit [lwschoolsafety](https://www.lwschoolsafety.com) for more information about school safety. This is an outline of all the drills we will participate to be ready in case of an emergency:

All Emergency Drills and Radio Drills have instructions and supporting documents on the Safety Center

Month	Emergency Drill	Student Learning Goals
	<i>Type of emergency drill required — school can select which day of the month to perform drill.</i>	<i>What should students learn from the emergency drill this month</i>
August	No Emergency Drill	N/A
September	1. Evacuation Drill within 10 days of the start of school 2. Team Assist — Immigration	1. Safely exit building, Assembly location 2. N/A
October	1. Earthquake — “Great Shake Out” October 15 at 10:15 am. 2. Emergency Radio Test Follow instructions on Safety Center	1. Duck, Cover, Hold 2. N/A
November	1. Lockdown Drill — Secondary Listening Drill — Elementary 2. Classroom Emergency Supply Demonstration	1. Secondary — Lockdown Procedures Elementary — Following verbal directions 2. Where emergency supplies are located in classrooms and what supplies are included.
December	1. Secure Drill 2. No Second Drill	1. Secure procedures. Safety from outside threats. 2. N/A
January	1. Hold Drill 2. Team Assist — Medical Emergency	1. Hold procedures. Stay safe in classrooms 2. N/A
February	1. Shelter-In-Place Drill 2. Emergency Radio Test	1. Shelter-In-Place procedures. Staying safe from outside air contaminants. 2. N/A
March	1. Lockdown Drill — Secondary Listening Drill — Elementary 2. Team Assist — Threat Response	1. Secondary — Lockdown Procedures Elementary — Following verbal directions 2. N/A
April	1. Hold Drill 2. Radio Test	1. Hold procedures. Stay safe in classrooms 2. N/A
May	1. Evacuation Drill	1. Evacuation Procedures and assembly location.
June	1. Secure	1. Secure procedures.
July	1. Evacuation Drill Summer School	1. Evacuation Procedures and assembly location.

Keeping students and staff safe is Lake Washington School District's top priority. One of our strategic goals is to “provide safe and innovative learning environments.” We do this through a layered safety approach. Please visit the [LWSDSchoolSafety](https://www.lwschoolsafety.com) for more information.

Bicycle / Scooter Rider Contract for Samantha Smith

Dear Fourth and Fifth Grade Students and Parents,

Lake Washington School District permits fourth and fifth grade students to ride bikes and scooters to school. Samantha Smith wants to assure that riders are educated in the safe and responsible operation of their bicycles. Therefore, the below conditions must be met before the school's permission to ride will be allowed. Below are the conditions:

- Parent or guardian's permission must be given.
- Student will sign this contract agreeing to observe all conditions.
- Student will wear a bicycle helmet at all times when operating the bicycle or scooter, per King County Department of Transportation.
- All bikes and scooters must be walked on the school grounds during hours of operation.
- Student will make sure bicycle or scooter is locked securely to the bike rack during school hours.
- Student will give pedestrians the right of way.
- If any of the conditions of this contract are not observed, student riding privilege may be withdrawn.

We try to provide a safe and secure area for bicycle and scooter storage; however, neither Samantha Smith nor the Lake Washington School District can take responsibility for lost, stolen or vandalized bicycles or scooters on either school property or while in route to or from school.

Student Statement: In order to ride my bicycle/scooter to school, I agree to the conditions in this contract. I also agree that I need to be concerned about the safety of pedestrians, cyclists and other vehicles as well as my own safety when operating my bicycle/scooter. I will walk my bike/scooter on the sidewalks and follow all adults' directions. I will wear my helmet and lock my bike/scooter. I realize that the school is not responsible for the care and protection of my bike.

Student's Printed Name

Teacher

Student's Signature

Grade

Parent/Guardian Statement: I give my permission for the above-named student to ride his/her bicycle or scooter to school and agree with the conditions of the contract.

Parent/Guardian's Signature

Date

Samantha Smith Elementary — Code of Collaboration

Code of Collaboration Between Parents, Students, and Staff

At Samantha Smith, we believe that children learn best when families, students, and staff work together as a team. This Code of Collaboration reflects our shared commitment to creating a safe, respectful, and supportive learning community.

Staff Commit to:	Families Commit to:	Students Commit to:
• Provide a welcoming and safe learning environment for every child. • Communicate clearly and respectfully with families. • Support each student's academic, social, and emotional growth.	• Partner with staff by communicating openly, respectfully, and directly. • Support student learning by helping children arrive on time and prepared for school. • Encourage safe and respectful behavior at school and in the community.	• Do their best each day to learn and grow. • Respect themselves, others, and the school. • Make safe choices that help everyone learn.

Parent / Guardian

I have received and reviewed the Parent-Student Handbook and the Code of Collaboration with my student. I commit to partnering with the school to support my child's learning and well-being.

Signature

Date

Student

I have read and talked about the Code of Collaboration and the Parent-Student Handbook. I will do my best to follow these expectations and be a positive part of my school.

Signature

Date

Student Voice: What Helps Me Learn Best

Students: Share ideas about how parents & teachers can support your learning.

My parents can help me by:

My teachers can help me by:

Complete one form for each child at Smith.

Please return this page to your child's teacher by Friday, September 18.

Student Name

Teacher Name