



STUDENT & FAMILY HANDBOOK 2025-2026

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

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WELCOME WILDCATS!

Hello Families,

Welcome to the new school year! This year will be filled with learning, growing, fostering young leaders, and building community. Lake Wilderness staff collaboration with families and community is essential to our success in achieving our mission. Our learning community will grow even stronger with your involvement and support.

This handbook is designed to help acquaint you with our school, answer your questions, and a great resource guide.

Please take time to read through the information and review the school expectations section with your child(ren). Please do not hesitate to contact the teacher or one of us if you have any concerns, questions, or suggestions.

Sincerely,

Mrs. Ready
 Melanie Ready
 Principal

Mrs. Straub
 Nicole Straub
 Assistant Principal

Lake Wilderness

ELEMENTARY SCHOOL



Our Kind Commitment

K Know students by name, strength, and need.

I Inspire learning and leadership.

N Nurture hearts and minds.

D Develop and maintain partnerships.

ENSURING LEARNING FOR ALL.



The Wildcat Way

I am... **SAFE**

Expectations - Emergency Plan - Arrival/Dismissal Routines -

Health Information - Technology Safety - FERPA Policy

Expectations

	Arrival/ Dismissal	Hallways	Stairs	Lunchroom	Bathrooms	Recess
VOICE LEVEL	Level 2 Low Flow	Level 1 Spy Talk	Level 1 Spy Talk	Level 2 Low Flow	Level 1 Spy Talk	Level 3 Loud Crowd
Qualities						
I am SAFE	<ul style="list-style-type: none"> Keep my hands, feet, and objects to myself Stay clear of the yellow bus zone Walk 	<ul style="list-style-type: none"> Keep my hands, feet, and objects to myself Walk 	<ul style="list-style-type: none"> Keep hand on rail Stay to the right One step at a time Keep hands, feet, objects to myself Feet on stairs only 	<ul style="list-style-type: none"> Keep my hands, feet, objects, and food to myself Stay in the first seat chosen Wait in lunch line calmly Eat my own food 	<ul style="list-style-type: none"> Keep my hands, feet, and objects to myself Use equipment properly 	<ul style="list-style-type: none"> Keep my hands, feet, and objects to myself Stay where the adults can see me Use playground equipment properly

Emergency Plan

EMERGENCY SCHOOL CLOSURE

- Listen to the radio or watch local news on television between 6:00 PM and 8:00 AM for any information regarding Tahoma School District.
- The district will post information to Facebook, Instagram, and Twitter.
- Tahoma School District usually is able to broadcast their emergency closure plans via email to families, so be sure that your current email is on file.
- If school is delayed, ECEAP and preschool classes are usually canceled.
- The transportation department will send information about emergency pick-up/drop off routes.

EMERGENCY PROCEDURES

- Students will routinely practice drills for emergency situations (i.e. earthquake, fire, lockdown, and shelter-in-place). These drills will be held at different times and in several ways to ensure that all students practice.
- Complete the Emergency School Evacuation information on the back of the student Emergency Care and Health Information card each year, so the school will

know if you will pick up your child at school or he/she will ride the bus home on emergency school closure days.

Arrival/Dismissal Routines

GENERAL INFORMATION

Arrival begins at 8:25AM. Students eating breakfast enter at 8:25. Doors open at 8:30. Please supervise your child in your car or in the Plaza until that time. School begins at 8:40AM.

Dismissal begins at 3:10 pm. Please arrive as close to 3:00 as possible to help us keep traffic safe and moving for all. Line up in the car lane can begin no earlier than 2:40.

WALKERS

- Walking students enter through the same gate as Car Drop-Off
- Walking students exit the same door as Bus Riders
- Families meet their walking student at the orange Plaza benches out in front of the office
- By designating their child as a walker, families agree that their child is responsible enough to walk themselves home from school each day, unaccompanied. Kindergarten students need to be accompanied by an older sibling or a guardian.

BUSES

- In the morning, students should arrive at the bus stop approximately 5 minutes before the bus is expected to arrive.
- Kindergarten students can only be released from the bus to a guardian, unless the school or transportation department has received a note stating the child can walk without an adult from the bus stop to home.
- Appropriate behavior is expected on the bus including Level 0-2 voices, kind words, backs to the back of the seat, sitting down the entirety of the bus ride, and hands to self.
- If you have transportation questions or concerns, call (425) 413-3220.
- No Bus Passes permitted on Fridays and the last day of school. Thank you for your understanding.

VEHICLE DROP OFF AND LOADING ZONE

- The vehicle drop-off and loading zone is at the front of the school in front of the "zoo."

- If your child arrives after 8:40 am, please accompany your child and check in at the office to sign them in.
 - Use the crosswalk and sidewalks at all times
 - During dismissal, please have your family placard* ready and hanging on the rearview mirror. Without a placard, guardians/caregivers will be asked to park and enter the office to show ID. Thank you for your help keeping our Wildcats safe!
- *Please pick up your placard at meet and greet with an ID prior to school starting or in the main office once the school year has started.

Health Information

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

MEDICATION AT SCHOOL

- Complete the form (from school nurse) for administering medication at school and have the doctor sign it before the school can give any child medication, prescription or non-prescription.

IMMUNIZATION RECORDS

- Washington State Law requires all students to be immunized against diphtheria, tetanus, pertussis (DTP), measles (or proof of immunity), rubella, mumps (MMR), and polio. Incoming kindergarten students are required to have started the Hep B series of shots.

Food Policy

Birthdays/celebrations: Due to the rise of food allergies, diabetes, and obesity, school district policy states that parents cannot bring in food treats, but can contribute small birthday tokens or a book for the class library to recognize your child's birthday. Of course, this is entirely optional.

FOOD AT SCHOOL

Food is allowed outside of breakfast or lunch.

Food should be commercially-made, individually wrapped for allergy concerns/safety- this comes from our District Food service as recommendations.

Technology Safety

- Lake Wilderness students and staff follow the guidelines on the [Electronic Resources Student User Agreement](#) and Parent Permission Form that was signed by a guardian at student registration
- Personal technology such as laptops, tablets, cell phones, and smart watches are not permitted to be used and/or outside of backpacks on campus. Smart watches can be placed on “airplane mode” and used as a clock.
- Each student is responsible for his/her use of technology, whether personal or district-provided and must act in an appropriate manner consistent with the school, district, and legal guidelines.
- Bring your own device is only optional for grades 6-12.
- More detail can be read in the [district policy](#) website

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

Dear Parent/Guardian:

The Family Educational Rights and Privacy Act (FERPA) is a federal law that requires school districts, with certain exceptions, to obtain your written consent prior to the disclosure of personally identifiable information from your child’s educational records. However, the school may disclose some student information without written consent when the information is designated “Directory Information” unless you have advised the district to the contrary in accordance with district procedure (3231 P).

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

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

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

- A playbill or program, showing your child’s role in a drama or school production
- The annual yearbook
- Honor roll or other recognition lists published at school or in the newspaper

- Graduation program
- Sports statistics listed in programs, such as football, which may include height and weight of team members
- Electronic media, such as a school or district website
- School District publications and photographs
- News releases

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

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

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

I am... **RESPECTFUL**

Expectations - HIB (Harassment, Intimidation, Bullying) Information & Non-Discrimination Statement - FERPA Guidelines

Expectations

	Arrival/ Dismissal	Hallways	Stairs	Lunchroom	Bathrooms	Recess
VOICE LEVEL	Level 2 Low Flow	Level 1 Spy Talk	Level 1 Spy Talk	Level 2 Low Flow	Level 1 Spy Talk	Level 3 Loud Crowd
I am RESPECTFUL	<ul style="list-style-type: none"> • Use manners • Be helpful and kind to others 	<ul style="list-style-type: none"> • Wave to greet others • Respond to signals to follow the rules 	<ul style="list-style-type: none"> • Remember to change your voice level when you enter the building • Waves to greet others • Watch for others on the stairs & wait for them to pass 	<ul style="list-style-type: none"> • Use manners • Include others • Be friendly • Help others 	<ul style="list-style-type: none"> • Give privacy to others • Take care of my business privately • Make responsible decisions 	<ul style="list-style-type: none"> • Use problem solving steps • Show good sportsmanship • Include others • Share equipment and take turns

HIB Information & Non-Discrimination Statement

Our Schools Protect Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

State law defines HIB in **RCW 28A.600.477(5)(b)(i)** as "any intentional electronic, written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in **RCW 28A.640.010** and **28A.642.010** (discrimination based on a protected class) or other distinguishing characteristics, when the intentional electronic, written, verbal, or physical act:

(A) Physically harms a student or damages the student's property;

- (B) Has the effect of substantially interfering with a student's education;
- (C) Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- (D) Has the effect of substantially disrupting the orderly operation of the school"

HIB may involve an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Scott Mitchell, HR Director, smitchel@tahomasd.us) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB don't experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days, unless you agree on a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district’s decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see <https://www.tahomasd.us/about/official-notices> or the district’s HIB Policy [3207] and Procedure [3207P].

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a **hostile environment**. A hostile environment is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

To review the district’s Nondiscrimination Policy [3210] and Procedure [3210P], visit <https://www.tahomasd.us/about/official-notices>.

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

To review the district's Sexual Harassment Policy [3205] and Procedure [3205P], visit <https://www.tahomasd.us/about/official-notices>.

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I'm concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator: Scott Mitchell, Executive Director, HR
smitchell@tahomasd.us

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Scott Mitchell, Executive Director, HR
smitchell@tahomasd.us

Concerns about disability discrimination:

Section 504 Coordinator: Stacy Zachau, Director Health and Wellness,
szachau@TahomaSD.US

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Stacy Zachau, Assistant Director Health and Wellness, szachau@TahomaSD.US

All Contacts may be reached at:

25720 Maple Valley-Black Diamond Hwy, Maple Valley, WA 98039

(425) 413-3400

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place.

The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the School Board and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure ([3210P](#)) and Sexual Harassment Procedure ([3205P](#)).

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it's related to a protected class. If you give your school a written report of HIB that involves

discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure ([3210P](#)) and the HIB Procedure ([3207P](#)) to fully resolve your complaint.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights>
- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor's Office of the Education Ombuds (OEO)

The Washington State Governor's Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington's K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www.ed.gov/>
- Email: ocr@ed.gov

- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools Policy [3211] and Procedure [3211P], visit <https://www.tahomasd.us/about/official-notices>. If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Gender-Inclusive Schools Coordinator: Stacy Zachau, Assistant Director Health and Wellness, szachau@TahomaSD.US

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above.

I am... RESPONSIBLE

Expectations - Attendance - Lost and Found -

Dress Code - Student Leadership Opportunities

Expectations

	Arrival/ Dismissal	Hallways	Stairs	Lunchroom	Bathrooms	Recess
VOICE LEVEL	Level 2 Low Flow	Level 1 Spy Talk	Level 1 Spy Talk	Level 2 Low Flow	Level 1 Spy Talk	Level 3 Loud Crowd
I am RESPONSIBLE	<ul style="list-style-type: none"> Follow adult directions Be on time 	<ul style="list-style-type: none"> Follow adult directions Stay in your spot in line Keep up with others in line Go directly to where I need to be 	<ul style="list-style-type: none"> Follow adult directions Stay in your spot in line Keep up with others in line Go directly to where I need to be 	<ul style="list-style-type: none"> Follow adult directions Clean up my area Make "green" decisions Raise hand to get help and be dismissed 	<ul style="list-style-type: none"> Flush the toilet Wash hands before leaving Keep area clean Use soap, water, and 2 paper towels appropriately 	<ul style="list-style-type: none"> Follow adult directions Respond to the whistle Eat in the "Snack Zone" and throw away my garbage

Attendance

Our School Goal is for students to attend regularly, this means missing less than 18 school days in the year.

Students develop attendance patterns early in their school careers. Thank you for your support and teamwork building healthy attendance habits.

To call in an absence or tardy, please contact our registrar by calling 425-413-3500.

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

- **Excused absences** include medical/dental appointments, court appointments, funerals, and illness.
- An absence is excused if the guardian either calls Safe Arrival the day of the absence or sends a note to the school within 48 hours of the absence. Only a guardian can call in an absence.

- **Excessive absences/tardies** may require documentation, such as a doctor's note. A pattern of excessive absences/tardies may be cause for referral to truancy board.
- **Pre-arranged absences** of more than three days require a Pre-Arranged Absence Form signed by the guardian. These forms are available in the school office.
- **Unexcused absence** occurs when the school was not notified of a student absence. Notification should occur through Safe-Arrival or the Pre-Arranged Absence Form
- The truancy law requires school officials to send a letter advising the guardian of the specifics of the truancy law after one (1) unexcused absence has been accumulated. If a student accumulates five (5) unexcused absences in a month, or ten (10) in a semester, a petition with the juvenile court will be filed.

WHEN A WILDCAT IS ABSENT

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

Lost and Found

The best way to prevent lost items at school is by adding student names to lunch boxes, clothing layers, and backpacks. As personal toys are not permitted on the playground, please leave toys and games safely at home.

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

Dress Code

SCHOOL DISTRICT DRESS CODE

The [August 27, 2019] update of district policy and procedure 3224 revised the student dress code that was in effect since 2007. The policy applies to students at all grade levels and is gender neutral. It is intended to establish standards that allow for self-expression while preserving school order and safety. The policy places limits on

clothing deemed to be a health or safety hazard, could damage school property, or that creates a “material or substantial disruption of the educational process.”

The procedure, which lists specific applications of the policy, prohibits messages on clothing that are lewd, sexual in nature, drug related, tobacco related, or alcohol related. Gang apparel and hate messages also are prohibited. The procedure also states that non-transparent clothing must cover private areas, including the midsection of the torso, front and back.

Procedure 3224P [excerpt]:

The student and parent/guardian may determine the student's personal dress and grooming standards. Administrators may regulate a student's dress and grooming when they reasonably believe that it:

1. Implies gang membership or affiliation
2. Is related to hate groups or hate speech
3. Will create a health or safety hazard. Hats/hoods, if worn, must still allow for the student to be identifiable
4. Will damage school property
5. Will create a material and substantial disruption of the educational process
6. Contains messages on clothing that are inconsistent with the educational mission of the school district, including those that are: a. Alcohol related; b. Drug related; c. Lewd in nature; d. Sexual in nature; or e. Tobacco related.

In addition to #1-6 above, students must wear the following: a. Tops that cover private areas with non-transparent (opaque) material. This also includes the midsection of the torso, front and back. b. Bottoms that cover private areas, including the buttocks, with nontransparent (opaque) material. c. Footwear appropriate for the given activity. Staff will use reasonable efforts to avoid applying this policy in a way that singles out or embarrasses a student in front of other students.

Student Leadership Opportunities

Fall Applications include:

Student Leadership Team

Wildcat Word Co-Anchor

Assembly MC

Morning Announcements Leader

Wildcat Welcome Committee

Lunch Leader

Assistant Librarian

Winter Applications Include:

All of the above

Recess Table Team

...and more!

I am... **A LEARNER**

Expectations - Daily Schedule - Student Placement -

Learning Programs

Expectations

	Arrival/ Dismissal	Hallways	Stairs	Lunchroom	Bathrooms	Recess
VOICE LEVEL	Level 2 Low Flow	Level 1 Spy Talk	Level 1 Spy Talk	Level 2 Low Flow	Level 1 Spy Talk	Level 3 Loud Crowd
I am a LEARNER	<ul style="list-style-type: none">• Be prepared• Take all my belongings with me	<ul style="list-style-type: none">• Be alert• Face forward in line	<ul style="list-style-type: none">• Look and listen to adults• Be alert	<ul style="list-style-type: none">• Look and listen to adults	<ul style="list-style-type: none">• Return to class quickly	<ul style="list-style-type: none">• Learn and follow the game rules

Daily Schedule

Monday – Thursday: 8:30-8:40 Arrival and breakfast, 3:10 Dismissal

Friday: 8:30-8:40 Arrival, 1:40 Dismissal

All student days also include:

- Literacy
- Math
- Specialist (PE, Music, Future Ready, STEM, Art)
- Recess
- Lunch
- Class Meeting
- SEL/Science/Social Studies
- Technology

**Order and times are based on grade level, please check with classroom teachers for the most current and detailed schedule for your family*

Student Placement

We take great care and time to create balanced, supportive classrooms where all students can thrive academically, socially, and emotionally. We partner with families

through the “Student Placement Information” form in May each year, account for student needs and supports, value teacher input, and consider the whole child while making decisions.

Learning Programs

READING ASSISTANCE PROGRAM (RAP)

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

MATH ASSISTANCE PROGRAM (MAP)

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

MULTI LANGUAGE LEARNING (MLL)

- Kindergarten – fifth grade students are referred based ELPA testing scores for students who are multilingual and speak a language other than English at home

SOCIAL SKILLS GROUPS

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

SPECIAL EDUCATION CLASSES

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

ZERO HOUR CLASSES

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

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

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

EXTENDED ENRICHMENT PROGRAM (EEP)

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

PRESCHOOL

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

SAIL PROGRAM

- One or more multi-aged classes are formed for kindergarten through fifth graders who are developmentally challenged and are qualified under the special education guidelines.

- Direct instruction and intensive support is given in academics, daily living skills, and other applicable therapies.
- Opportunities for joining general education class occurs during recesses, lunch, specialists (P.E., Music, Art, STEM), and other general education activities when appropriate.

I am... **A WILDCAT!**

Traditions - Paw Prints - Yearly Events - PTSA

Traditions

Every Monday we will share a weekly announcement video and link it to our website. School newsletters will be sent through Parent Square from your child's teacher and the office.

Every Wednesday is "Wildcat Wednesday!" Wear school colors, school spirit wear, and live our school motto "I CHOOSE K.I.N.D." every day.

Throughout the year we will also have school spirit weeks. Be on the lookout for those throughout newsletters from classroom teachers and the office.

Paw Prints

Every day, students can earn "Paw Prints" for demonstrating the Wildcat Way. The paw prints are added to classroom baskets for prize drawings every other week. At that time, the paw prints are added to a school-wide collection box to work towards a school-wide reward.

Yearly Events

SEPTEMBER/OCTOBER

- Back-to-School Night - families meet the teacher to hear about the classroom expectations and explore the other programs at the school

OCTOBER

- Hearing and vision screening
- Picture Day
- Fall fundraiser
- Harvest festival or Trunk & Treat

NOVEMBER

- Veterans Day Assembly
- Picture retakes
- Family Conferences
- Thanksgiving Break

DECEMBER

- Food/Toy Drive for Maple Valley Food Bank
- Winter Break

JANUARY

- Highly Capable testing via family nominations and for all 2nd and 5th graders
- Martin Luther King, Jr. assembly

FEBRUARY

- Mid-winter Break
- Spring fundraiser

MARCH

- Read Across America Day/Week
- Progress reports sent home

APRIL

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

MAY

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

JUNE

- Volunteer Appreciation Week – celebrate the wonderful work of our LWES volunteers
- Field Day
- Move-up Day – students meet their next year teacher and classmates

Other events that will occur throughout the school year include field, PTSA events, & spirit days. See classroom & school newsletters for the specific dates on all of the events.

PTSA

We have a great partnership with our Parent Teacher Student Association (PTSA), who coordinates many events throughout the year. Please join the team by visiting their website: www.LWPTSA.org

Please contact classroom teachers and complete the [district application form](#) if you are interested in volunteering at our school.

I have read and reviewed the
**Lake Wilderness Student and Family
Handbook**
with my child.

Student Signature

Date

Guardian Signature

Date

Please return this slip to your child's teacher. Thank you!

