



**Robert Frost Elementary School
11801 NE 140th Street
Kirkland, WA 98034
Phone (425) 821-8238
Safe Arrival (425) 825-7687**

**Parent/Student Handbook
2007-2008**

Welcome to Robert Frost Elementary!

Dear Students and Parents,

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

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

We are excited and looking forward to working with the staff, parents, guardians, students and community at Robert Frost Elementary during the 2007-2008 school year! Together we can make this a wonderful and challenging place for your child's education.

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

The Frost Staff

Robert Frost Elementary School Mission Statement

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

Vision Statement

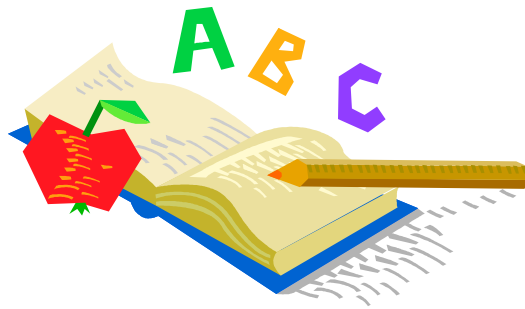
At Robert Frost, students, staff, parents and community work together to develop high-achieving, confident, life-long learners.

About Robert Frost Elementary School

Robert Frost Elementary School opened in January, 1969, and was the first "Open Concept" school in the Lake Washington School District. Four large classroom "pods" each had four teaching stations. Groups of students could be combined for team teaching and students rotated through several teachers for different subjects. In 1977 a fire destroyed half the classrooms and the gym. During reconstruction the classrooms were enclosed with fixed walls and movable partitions. In addition to the main building, a new classroom wing was completed in the summer of 1992. This building has six classrooms, offices for the school counselor and psychologist, work rooms, a conference room, and store rooms. The school colors are red and white. The school mascot is a Roadrunner.

Robert Frost Elementary Staff Roster – 2007-2008

Principal	Sue Anne Sullivan
Secretary	Liz Kauhane
Secretary	Nancy Miller
All Day Kindergarten	Roy Kindelberger
AM/PM Kindergarten	Kimberly Hull
First Grade	Cathy Neir
First Grade	Josephine Penaranda
First Grade	Becky Wyckoff
Second Grade	Amy Marlar/Jeanne Thomas
Second Grade	Sarah Poulin
Second Grade	Judy Simonson
Third Grade	Teresa Pellett
Third Grade	Stacey Peterson
Fourth Grade	Marcie Easterlin/Julie Sparks-Stuht
Fourth Grade	Dan Mason
Fifth Grade	Andi Cox
Fifth Grade	Noreen Evans
Fifth/Sixth Grade	Peggy Solum
Sixth Grade	Kevin Olson
Sixth Grade	Kristi Young
Library	Lisette Cauble
Music	Katie Sikorra
P.E.	Shelby Jacobs
ELL	Meena Nair
Safety Net	Ann Dougherty
Safety Net	Marilyn Young
Special Education	Mark Tornquist/Joyce Ellis
Special Education	Heidi Peltier
Better Schools	Sharon Gossett
Better Schools	Karen Knerr
SLP	Melanie Upchurch
Psychologist	Larry Tiritilli
Counselor	Stephanie Corwin
Nurse	Trish Fleming
Occupational Therapist	Jeannie Goldbloom
Sp. Ed. Para-educators	Phuong Jawort, Lorlie Mantie, Janine Tachell, Lorrie Uribe
Instructional Assistants	Karin Brown, Bev Grohn, Judy Kerns, Barb Middaugh, Linda Polverari, Sonia Taft
Custodians	Albert Karok and Victor Roman



BECCA LAW

Daily student attendance in school is one of the cornerstones of academic success. In recognition of this important fact, Frost Elementary has developed the following plan to promote maximum attendance and to comply with the *Washington State Attendance BECCA Law*. Any student with 5 unexcused absences within any month or 10 unexcused absences during the current school year is referred to the school district, which must file a petition with the juvenile court alleging a violation of the State Compulsory Attendance Law by the parent, by the child, or by the parent and the child. Action taken could result in a fine of \$25 per day and/or community service.

According to Washington State Law, illness is the only acceptable excuse for absence from school. However, unique circumstances may occur. We urge everyone to try to be in attendance 180 days per year.

TRUANCY or UNEXCUSED TARDINESS is unacceptable. Persistent occasions of these may result in the student having to make up the time missed.

Daily Schedule Monday, Tuesday & Thursday, Friday		Daily Schedule Wednesday	
8:30	Student breakfast begins	8:30	Student breakfast begins
8:55	First bell rings-building open	8:55	First bell rings-building open
9:00	Tardy bell-class begins	9:00	Tardy bell-class begins
10:30-10:45	Primary recess	10:30-10:45	Primary recess
10:45-11:00	Intermediate recess	10:45-11:00	Intermediate recess
11:35-12:05	Primary lunch	10:55	AM Kindergarten dismisses
11:40	AM Kindergarten dismisses	11:35-12:05	Primary lunch
12:05-12:35	Primary lunch recess	12:05	PM Kindergarten begins
12:05-12:35	Intermediate lunch	12:05-12:35	Primary lunch recess
12:35-1:05	Intermediate lunch recess	12:05-12:35	Intermediate lunch
12:50	PM Kindergarten begins	12:35-1:05	Intermediate lunch recess
2:00-2:10	Primary recess	2:00	School dismissal
2:10-2:20	Intermediate recess		
3:30	School dismissal		

Arrival at School

Only students buying breakfast may arrive at 8:30 a.m. Adult playground supervision begins at 8:45 a.m. When the 8:55 a.m. bell rings, students may enter the building. All students should be in their classroom at 9:00 a.m.

Attendance

Regular daily attendance is necessary for children's learning. Illness or exceptional family circumstances constitute valid reasons for absence from school. Please call or send a written excuse to school stating the nature of the absence. If your child is becoming ill, it's best for you to keep your child home. Robert Frost has a Safe Arrival program – if we have not heard about your child's absence, we will call you to ensure your child's safety. In order to report an absence, or if your child will be tardy, please call the school office at 425-825-7687.

BECCA Law * Bell Schedule * School Arrival * Attendance

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

Child Find: Child Find is a federal requirement for the purpose of locating, evaluating, and identifying students age birth to 21 years with a suspected disability who reside within the boundaries of the Lake Washington School District and are currently not receiving special education services. Child Find services are conducted throughout the year in the Lake Washington School District through the guidance team process. If you 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 425-702-3201 or Willows Special Services at 425-882-8170 (birth through preschool) and request Child Find information.

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

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

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

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

**Cell Phones and Other Electronics * Child Find * Early Dismissal * Illness
at School * Head Injuries * Immunizations**

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

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

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

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

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

Personal Property: We discourage students from bringing any toys, games, electronics, etc. to school. Money and valuables should not be left unattended. Students who bring bicycles, scooters or skateboards to school must have their parents complete the bicycle, scooter, skateboard permission form available in the office and follow the rules outlined in the permission form. They must also wear a protective helmet. The school is not responsible for any lost, stolen or damaged personal items.

Pets: Pets on the playground and in school are a potential hazard to children. Please make sure that necessary arrangements are made to see that your pet does not follow a child to school. King County Animal Control will be called if necessary, as animals are not allowed on school property unless leashed, or in the building under any circumstances.

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

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

Report Cards: Students in grades K-6 will receive report cards 3 times a year, November, March and at the end of the school year. Copies of the Student Grading Procedures may be obtained upon request. There will be a Parent/Teacher Conference in the fall, and again in the spring if the teacher and/or parent find it necessary.

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

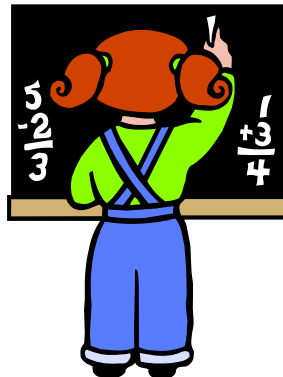
Ability to listen
Independent work habits
Success while working with others in group activities
Attitude toward suggestions or comments by the teacher

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

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

Transportation: We ask that parents drop off their students along the roadway, and not in the school driveway. This enables the parking lot to be used by school buses, day care vans and pedestrians only. We also ask that drivers observe the posted school zone speed limit. Robert Frost has a Safety Patrol consisting of students in 5th and 6th grade (4th graders start in the spring). Pedestrians and drivers are expected to follow the directions of the Safety Patrol and adult crossing guards.

Vacation: Family vacations are special, but we ask that you please consult the school calendar when making your vacation plans. Student achievement and classroom attendance are positively related. We urge you to plan your family vacation during the school breaks. When a student is missing school for a family vacation, we ask that instead of assignments from school, the child write a journal about the trip, read library books, do math related to the experiences they are having and draw or photograph places they visit. When your child returns, he/she and the classroom teacher will be able to review work missed. *Please do not ask teachers to pre-plan individual lessons based on missed classroom instruction.*



**Report Cards * School Visitation
Student Withdrawal * Telephones * Transportation * Vacation**

OUR EXPECTATIONS OF PARENTS

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

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

MAINTAIN OPEN COMMUNICATION WITH YOUR CHILD'S SCHOOL

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

PROVIDE YOUR CHILD WITH HIS/HER BEST OPPORTUNITY TO LEARN

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

Frost Offers a Variety of Programs to Support Student Success:

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

Expectations of Parents * Support for Student Success

District Gifted Program

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

The Student Profile

A Curriculum Frameworks Handbook is available at the District's website – www.lwsd.org. From the home page click District Programs, then Curriculum Program then the blue text "Parent Handbook" in the body of the web page. This will allow you to download the Handbook as a PDF File. We believe that this handbook clearly communicates the curriculum in grades K-12. We are working as a team to educate each child. This document will give you important curriculum information. Below is an excerpt of the Student Profile Parent Handbook:

The Curriculum Framework has been designed with three purposes in mind:

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

The Curriculum Framework is:

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

The Curriculum Framework is not a set of:

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

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

District Gifted Program * Student Profile

Robert Frost Homework Policy

Homework can be an important extension of classroom learning. Homework will be assigned to students to help them practice and review skills taught in class, as enrichment and extra credit, or for students to finish work not completed in class or missed due to student absence.

Completing homework is the responsibility of the student. In grades 1 and 2, if there is homework, it will be in the child's "take-home" folder. In grades 3 through 6, daily homework assignments will be recorded in the Student Agenda. Assignments will cover only material which has been previously taught, so students will have the skills needed to complete the homework independently. Long term projects, such as reports, will also be written in the Student Agenda. Teachers will assign these projects weeks in advance of the due date.

If students do not have a daily homework assignment, the homework time should be spent practicing spelling words, reviewing and practicing math facts, or reading a novel or other book of the student's choice. We highly recommend that students and their families read together every night. Students may also read the newspaper, watch the news, and research topics using the computer or books.

Parental support and encouragement is very important for students learning to complete homework on a regular basis. Parents can help students by:

- Providing a time and place for homework, checking that students are actually doing the homework, and checking that homework is complete.
- Communicating to the student that doing some homework every night is an expectation of the home as well as the school.
- Checking the assignment calendar in the student's agenda or take-home folder each day. Due dates for long term assignments, as well as long term projects, will be recorded on the assignment calendar. Parents can help students budget and plan their time to complete long term assignments, such as projects.

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

1st and 2nd Grade—approximately 15-30 minutes each evening, Monday through Thursday.

3rd Grade—approximately 30-45 minutes each evening, Monday through Thursday. Students should study math facts (addition and subtraction all year and multiplication/division in the spring) each night for about 10 minutes, work on weekly spelling words and read each night.

4th, 5th, & 6th Grade—approximately 45-60 minutes each evening, Monday through Thursday, and some work on long term projects or reading on weekends. This is in addition to 30 minutes of reading novels of the student's choice.

If your child is not able to complete homework within these time guidelines, please contact the teacher so that an individual study plan can be worked out for your child. We want children to be successful in school and feel confident that they can handle school assignments. Self esteem increases when children know they have accomplished something worthwhile because of their own efforts. We can help children organize projects, adjust assignments for special needs, or develop study plans if a child is having difficulty with homework assignments. Please call your child's teacher so we can work together.

Homework Policy

Frost's Learning Environment and Behavior Plan

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

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

Praise People

Give Up Put Downs

Seek Wise People

Notice Hurts/Right Wrongs

Help Others

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

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

First Level Discipline Action (Verbal Warning)

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

Second Level Disciplinary Action (Removal)

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

Third Level Disciplinary Action (Loss of Privileges)

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

Learning Environment and Behavior Plan

Fourth Level Disciplinary Action

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

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

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

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

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

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

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

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

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

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

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

Learning Environment and Behavior Plan

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

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

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

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



Robert Frost School Wide Behavior Expectations

Responsible Before and After School Behavior

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

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

Responsible Hallway and Lunch Line Behavior

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

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

Responsible Restroom Behavior

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

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

Responsible Indoor Recess Behavior

Goal: Students will play quietly inside during rainy recesses.

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

Responsible Playground Behavior

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

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

Learning Environment and Behavior Plan

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

-red and yellow rubber balls only	-paddleball with wiffleball
-foursquare and wall ball may be played inside or outside	only used inside
-balls can be bounced only against the playshed walls, not the school	-no soccer or basketballs in the playshed

Responsible Bus Line and Day Care Van Line Behavior

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

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

Dress Code

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

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

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

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

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

Learning Environment and Behavior Plan

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Harassment

The Board of Directors recognizes its responsibility to provide a working/educational environment that is free from all types of discrimination, and harassment, including sexual harassment, bullying, and intimidation as defined in Harassment Policy/Procedures (ACB-R).

Any staff member or student who has been found, after appropriate investigation, to have harassed another employee or student will be subject to disciplinary action and/or discharge.

The superintendent is directed to develop procedures that provide for receiving and investigating an allegation from any staff member or student subjected to harassment. The board will be advised of all formal allegations that are filed with the superintendent.

Harassment Policy and Procedures

Because all employees and students have the right to work and learn in a non-intimidating environment, harassment will not be condoned or tolerated. Harassment of any employee or student, on the basis of individual differences including, but not limited to: gender, religion, race, age, ethnic group, disability, physical condition, sexual orientation or marital status is a serious violation of district and school policy.

Harassment: Harassment can take many forms and can include bullying, intimidation, slurs, comments, rumors, “put-downs”, jokes, innuendoes, unwelcome compliments, cartoons, pranks and/or other verbal or physical conduct relating to an individual which (1) has the purpose or effect of creating an intimidating, hostile or offensive working or learning environment; (2) has the purpose or effect of unreasonably interfering with an individual’s work performance or education; (3) has the purpose or effect of substantially disrupting the orderly operation of the school or workplace; or (4) otherwise unreasonably affects an individual’s employment or educational opportunities.

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

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

Retaliation for a Complaint of Harassment: All employees and students are prohibited from harassing any other employee or student and/or from retaliating, in any way, against anyone who makes a complaint of harassment. Any employee who is found to have violated this policy will be subject to disciplinary action up to and including termination of employment consistent with collective bargaining agreements and state and federal laws. Sexual harassment by or against students is also prohibited. Any student who is found to have violated this policy or building regulations governing harassment will be subject to discipline according to the building discipline code.

Harassment Policy and Procedures

Complaint Procedure: Informal Process: If any employee or student feels he/she has been subjected to harassment of any kind, they are encouraged to immediately identify the offensive behavior to the harasser and request that it stop. If the person is uncomfortable addressing the matter directly with the harasser or if the person has done so and the behavior does not stop, then they should discuss the matter immediately with the building administrator or any administrator with whom they feel comfortable or with the Administrator of Employee Relations. They should also report as indicated above any problems that arise with community members or other persons encountered in the school or work place.

Complaint Procedure: Formal Process: Whether or not an informal process has been initiated, staff or students may file a formal written and signed complaint with the compliance officer.

Investigative Procedures: Any complaint received will be promptly investigated, and the district will take prompt corrective action where appropriate. A written report of the complaint and investigation results will be compiled. Results of the investigation will be communicated in writing to the complainant within thirty days. Appropriate corrective measures will be taken no more than thirty days from the written response.

False Reports: It is a violation of this policy to knowingly report false allegations of harassment. Persons found to knowingly report or corroborate false allegations will be subject to appropriate discipline. This policy and related procedure/administrative guidelines will be posted and disseminated in each work site and reviewed with employees and students on an annual basis.

Lake Washington School District Behavior Policies

We believe that student development occurs best within an atmosphere of mutual respect, and therefore any behavior which undermines this respect, cannot be allowed. Teachers, administrators, and staff will not tolerate any behavior, which materially interferes with or is detrimental to the orderly operation of school, school-sponsored activities, or any other aspect of the educational process. Such acts shall be subject to discipline, including possible suspension and/or expulsion from school, and /or referral to law enforcement authorities.

School jurisdiction and authority includes student conduct to and from school, at school and at any school sponsored activity. Also included in the school's jurisdiction is any off-campus student speech or activities which school authorities have reason to believe will interfere with the work of the school or impinge on the rights of other students or staff at school. The following acts are considered serious and warrant immediate referral to building administration for appropriate consequences, which may include suspension and/or referral to police.

Dangerous Weapons: Summary of the Lake Washington School District Policy:

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

Guidelines for Personal Student Web Sites Housed on Private Servers:

Students are encouraged to be involved in creating and maintaining their schools' official Web sites. The District has established the following guidelines for students who choose to create personal Web sites on private servers.

1. It is important to have a thorough understanding of the rules, terms and conditions established by the host provider especially as it relates to content and language. If these are not posted on the host site, an email should be sent requesting them.

Harassment * Dangerous Weapons * Student Web Sites

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

Human Dignity:

Recognizing and valuing that we are a diverse community, it is part of our mission to provide a positive, harmonious environment in which diversity is respected and encouraged.

A major aim of education in the Lake Washington School District is the development of a commitment to the core values of a democratic society. In accordance with this aim, the district strongly emphasizes a core value of mutual human respect for each person regardless of individual differences and/or, characteristics including for example, but not necessarily limited to race, gender, age, disability, physical condition, sexual orientation, ethnic group or religion. We expect this value to be manifested in the daily behaviors of student, staff and volunteers.

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

Serious Misconduct:

Any conduct which materially and substantially interferes with the educational process is prohibited.

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

Violation	Definition	Consequence
Arson	Lighting a fire, causing any fire to be started, setting fire to school property or falsely setting off a fire alarm.	1st Offense: <ul style="list-style-type: none"> • EE (Emergency Expulsion)/ LTS (Long Term Suspension) • Police Report

Student Web Sites * Human Dignity * Serious Misconduct

Violation	Definition	Consequence
Assault (Resulting in Bodily Harm)	Inflicting physical harm	1st Offense: <ul style="list-style-type: none"> • EE/LTS • Police Report
Disruptive Behavior	Behavior that materially or substantially interferes with or is detrimental to the orderly operation of school, school sponsored events or any other aspect of the educational process. Behavior or activities occurring off-campus that cause or threaten to cause a substantial disruption to the educational process on campus or impinge on the rights of the students or staff at school may be subject to discipline.	1st Offense: <ul style="list-style-type: none"> • EE, STS (Short Term Suspension) or LTS 2nd Offense: <ul style="list-style-type: none"> • EE, STS, or LTS
Drugs/Alcohol Possession Use Paraphernalia	Possession, use, or being under the influence of drugs/alcohol on school grounds or during school sponsored events; including prescription drugs beyond a daily dose and over the counter drugs in quantities or mixtures that are suspect and capable of causing serious harm.	1st Offense: <ul style="list-style-type: none"> • STS/EE/LTS and Assessment 2nd Offense: <ul style="list-style-type: none"> • EE/LTS
Drugs/Alcohol Sell Buy Transfer	Transfer or sale on school grounds or during school sponsored events. Includes illegal drugs, controlled substances, and combinations or amounts of over-the-counter drugs that could be seriously harmful.	1st Offense: <ul style="list-style-type: none"> • EE/LTS
Firearms	Possession, threat to use or use of a firearm.	1st Offense: <ul style="list-style-type: none"> • EE • Permanent expulsion from the LWSD • ROA (Referral to an Outside Agency) • Conference • Police Contact

**Serious Misconduct
-continued-**

Violation	Definition	Consequence
Harassment, Intimidation, Bullying, Disrespect	Harassment (verbal, physical, visual) /Intimidation/Bullying/Disrespect: Derogatory remarks, phrases, gestures, teasing etc., which demeans the race, ethnic background, gender or individuality (e.g. character, sexual orientation, physical appearance) of a person, or inappropriate touching. Also: words, actions, or electronic communications that create a hostile environment or disrupt school operations.	1st Offense: <ul style="list-style-type: none"> • Conflict Mediation and/or STS, LTS, EE 2nd Offense: <ul style="list-style-type: none"> • IHS (In House Suspension), STS, LTS, EE 3rd Offense: <ul style="list-style-type: none"> • STS, LTS, EE
Other Weapons and Explosives	Possession, threat to use or use of other dangerous weapons (or replica weapons) i.e. knives, BB guns, paintball guns, marshal arts weapons, explosives, incapacitating agents, laser devices or any other item which can inflict or threaten substantial harm or which can be perceived by others as a weapon	1st Offense: <ul style="list-style-type: none"> • EE • STS to LTS • ROA (Referral to an Outside Agency) • Conference • Police Contact 2nd Offense: <ul style="list-style-type: none"> • EE • LTS • ROA • Conference • Police Contact
Sexual Harassment	Unwelcome sexual comments, jokes, innuendoes, compliments, cartoons, pranks and/or other verbal, visual or physical advances, unwanted touching, stalking, or gestures specific to an individual's gender.	1st Offense: <ul style="list-style-type: none"> • Conflict Mediation and/or STS, LTS, EE 2nd Offense: <ul style="list-style-type: none"> • IHS, STS, LTS, EE 3rd Offense: <ul style="list-style-type: none"> • STS, LTS, EE
Threats	To express an intent to inflict injury or cause harm, to intimidate verbally, by use of hand signs, in writing or on a computer or other electronic device. Words or actions intended to inflict mental or physical harm are not allowed.	1st Offense: <ul style="list-style-type: none"> • STS, LTS and/or EE 2nd Offense: <ul style="list-style-type: none"> • LTS and EE

**Serious Misconduct
-continued-**

Other Forms of Misconduct:

Violation	Definition	Consequence
Academic Dishonesty	Any student who knowingly submits work of others represented as his/her own shall be considered to have engaged in academic dishonesty. Academic dishonesty also includes the aiding and abetting of academic dishonesty of others.	1st Offense: <ul style="list-style-type: none"> • Loss of credit • Parent Contact 2nd Offense: <ul style="list-style-type: none"> • Loss of credit for semester • STS/LTS •
Alteration of Records	A student who falsifies, alters, destroys a school record or any communication between home and school shall be subject to corrective action.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS • Parent Contact • Police Contact
Assault	A student shall not perform physical, written or verbal violence toward another person causing fear or harm.	1 st Offense <ul style="list-style-type: none"> • EE/STS/LTS, Police Report 2 nd Offense <ul style="list-style-type: none"> • EE/ L TS, Police Report
Attendance/Truancy	A student shall not be absent or tardy from classes without an approved excuse. Such a student shall be subject to corrective action or punishment.	<ul style="list-style-type: none"> • Parent Contact • See BECCA information in this Handbook
Disruptive Conduct	A student is not permitted to disrupt the educational process, including but not limited to, by: occupying a school building or school grounds in order to deprive others of its use; blocking the entrance or exit of any school building or room in order to deprive others of passing through; substantially damaging school property; preventing students from attending a class or school activity; blocking normal pedestrian or vehicular traffic on a school campus; interfering seriously with the conduct of any class activity; student rioting; destruction of property; widespread shouting or boisterous conduct; or substantial student participation in a school boycott, sit-in, stand-in, walk-out; or other related form of activity.	1st Offense: <ul style="list-style-type: none"> • EE/STS/LTS 2nd Offense: <ul style="list-style-type: none"> • EE/STS/LTS

**Other Forms of Misconduct
-continued-**

Violation	Definition	Consequence
Dress Code	Student dress shall be conducive to the educational environment. A health or safety hazard shall not be presented by the student's dress or appearance; damage to school property shall not result from the student's dress; the student's dress or appearance shall not create material and substantial disruption of the educational process at the school. Student dress shall not be gang related, nor may it promote illegal activity or activity that violates school regulations. See additional information in "Learning Environment and Behavior Plan" section of this Handbook.	1st Offense: <ul style="list-style-type: none"> • Change clothes • Parent contact • EE/STS/LTS 2nd Offense: <ul style="list-style-type: none"> • EE/STS/LTS
Extortion/Blackmail & Coercion	A student shall not extort or attempt to extort any item, information or money.	1st Offense: <ul style="list-style-type: none"> • EE/STS/LTS and Assessment 2nd Offense: <ul style="list-style-type: none"> • EE/LTS
Fighting	A student shall not engage in physical altercation with one or more other persons.	1st Offense: <ul style="list-style-type: none"> • EE/STS/LTS 2nd Offense: <ul style="list-style-type: none"> • EE/LTS
Forgery	A student shall not engage in copying, plagiarizing, falsifying materials/signatures and/or other information	1st Offense <ul style="list-style-type: none"> • IHS • Parent contact • EE/STS/LTS 2nd Offense <ul style="list-style-type: none"> • EE/STS/LTS
Gambling	A student shall not engage in acts which involve the exchange of money or other items through games of chance or encouraging other students to gamble	1st Offense <ul style="list-style-type: none"> • EE/STS/Community Service 2nd Offense <ul style="list-style-type: none"> • EE/ LTS
Hazing	A student shall not participate in or fail to report known activity that demeans, abuses, or violates members or potential members of a team or club or individuals.	1st Offense <ul style="list-style-type: none"> • EE/STS/LTS 2nd Offense <ul style="list-style-type: none"> • EE/STS/LTS

**Other Forms of Misconduct
-continued-**

Violation	Definition	Consequence
Illegal Acts	A student shall not engage in the commission of any illegal or criminal act.	1st Offense • EE/LTS
Multiple/Accumulated Offenses	A student may be disciplined for the commission of multiple or accumulated offenses.	1st Offense • STS/LTS
Theft	A student shall not steal, be involved in stealing, possess without permission, and/or sell with knowledge of or reason to know stolen property.	1st Offense: • EE/STS/LTS • Restitution • Police Contact 2nd Offense: • EE/LTS • Restitution • Police Contact
Tobacco	A student shall not possess, use, or distribute any tobacco product.	1st Offense • STS • Diversion 2nd Offense • STS
Trespass/Loitering/Unauthorized Entrance	A student shall not enter or be present on school property without permission.	1st Offense: • EE/STS/LTS 2nd Offense: • EE/LTS
Vulgar or Lewd Conduct	Any lewd, indecent, vulgar, profane or obscene act or expression is prohibited.	1st Offense • EE/STS/LTS 2nd Offense • EE/LTS
Willful Disobedience	Failure to follow reasonable requests and directions of school staff.	1st Offense • STS 2nd Offense • LTS

**Other Forms of Misconduct
-continued-**

Lake Washington School District Nutrition and Physical Fitness Policy

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

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



Nutrition and Physical Fitness Policy



Robert Frost PTSA

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

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

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

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

Robert Frost PTSA



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