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**ENVIRONMENTAL & ADVENTURE SCHOOL  
PARENT HANDBOOK  
2018-2019**



8040 N.E. 132<sup>nd</sup> St. Pod 5, Kirkland, WA 98034  
Phone: (425) 936-2355 Fax: (425) 825-0921

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# Hours, Staff & Contact Information

## ENVIRONMENTAL & ADVENTURE SCHOOL

8040 N.E. 132<sup>nd</sup> St., Pod 5

Kirkland, WA 98034

Phone: (425) 936-2355 Fax: (425) 825-0921

**School Hours:** 8:30 a.m. – 3:05 p.m. (M, Tu, Th, F)  
8:30 a.m. – 1:35 p.m. (Wednesday)

**Office Hours:** 8:00 a.m. – 3:30 p.m.

**Half Days:** 8:30 a.m. – 11:35 a.m.

### Administration & Office Staff

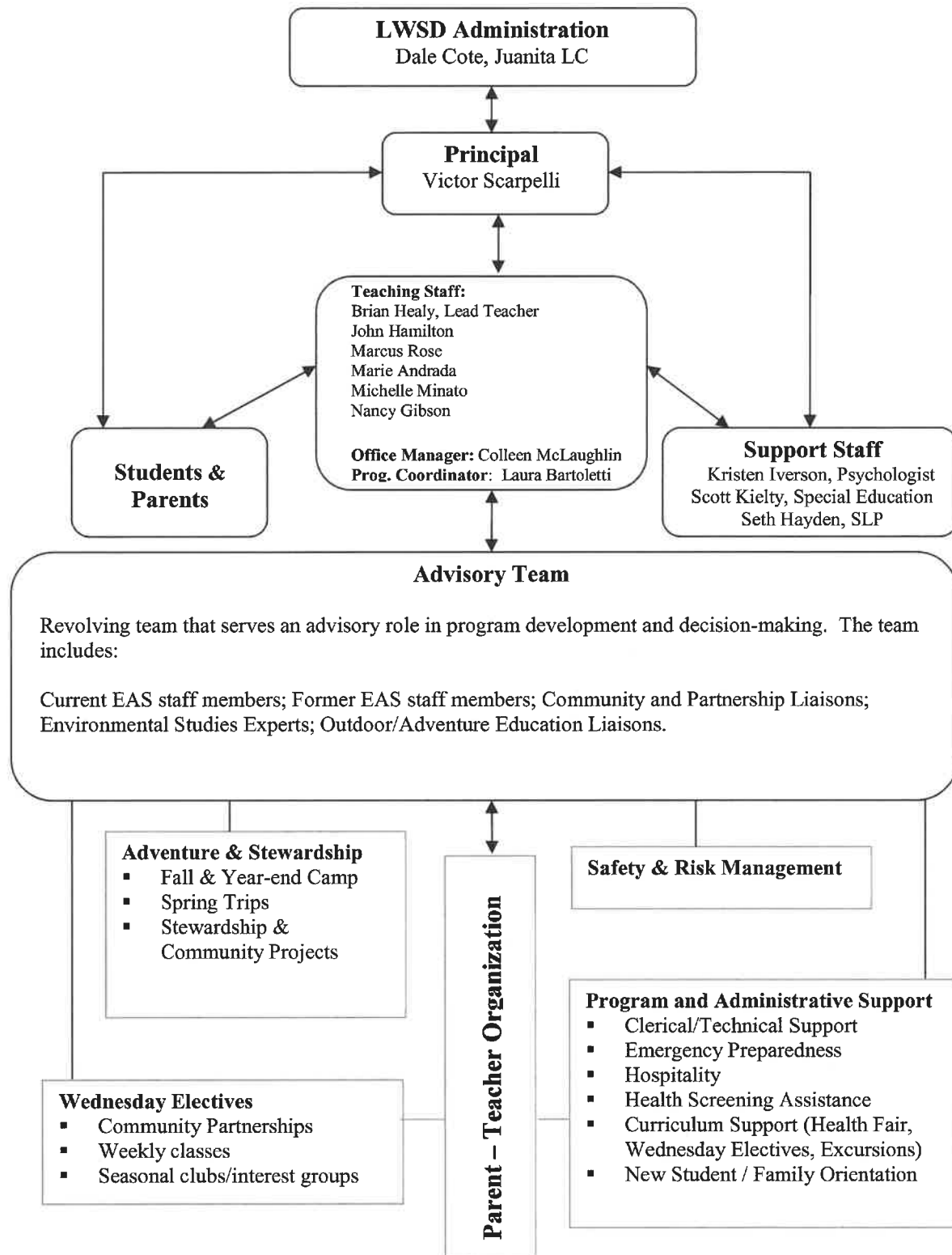
Victor Scarpelli	Principal	<a href="mailto:vscarpelli@lwsd.org">vscarpelli@lwsd.org</a>
Brian Healy	Lead Teacher	<a href="mailto:bhealy@lwsd.org">bhealy@lwsd.org</a>
Colleen McLaughlin	Office Manager	<a href="mailto:cmclaughlin@lwsd.org">cmclaughlin@lwsd.org</a>
Laura Bartoletti	Program Coordinator – Volunteers, Expeditions, Community Stewardship	<a href="mailto:lbartoletti@lwsd.org">lbartoletti@lwsd.org</a>
Amy Lofquist	Wednesday Electives Coordinator	<a href="mailto:wed.electives@gmail.com">wed.electives@gmail.com</a>

### Teaching Staff

Marie Jo Andrada	Language Arts, Social Studies, Math	<a href="mailto:mandrada@lwsd.org">mandrada@lwsd.org</a>
Nancy Gibson	Spanish	<a href="mailto:ngibson@lwsd.org">ngibson@lwsd.org</a>
John Hamilton	Art, Fitness, Spanish, Camp Director	<a href="mailto:jhamilton@lwsd.org">jhamilton@lwsd.org</a>
Brian Healy	<b>Lead Teacher</b> , Science	<a href="mailto:bhealy@lwsd.org">bhealy@lwsd.org</a>
Michelle Minato	Language Arts, Social Studies, Math	<a href="mailto:mminato@lwsd.org">mminato@lwsd.org</a>
Marcus Rose	Science/STEM, Math	<a href="mailto:mrose@lwsd.org">mrose@lwsd.org</a>
Marianne Sitcov	Spanish	<a href="mailto:msitcov@lwsd.org">msitcov@lwsd.org</a>

See EAS website for Parent Teacher Organization (PTO) officers, executive committees and chairs.

# Environmental & Adventure School Governance Model



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# EAS Communication Process

Communication and trust are the foundation of a successful school. It is imperative that we are respectful toward all members of our school community as we work together on behalf of all EAS students. At EAS, staff, parents, and students work hard to maintain a positive communication process so that we can discuss ideas and address issues and concerns in an open and timely manner.

This process is designed to ensure a consistent avenue of communication for all members of the EAS community. Individual parents and students have direct access to the teachers and principal of EAS. Concerns are communicated directly to the appropriate person and information is clarified at its source.

## Steps in the Communication Process

1. Determine whether your question or concern is general (school-related), specific to your child, or related to a specific PTO function.
2. If general (e.g., curriculum, school or district policies, programs, events), address your question or concern to the Office Manager, Colleen McLaughlin [cmclaughlin@lwsd.org](mailto:cmclaughlin@lwsd.org) or Lead Teacher, Brian Healy [bhealy@lwsd.org](mailto:bhealy@lwsd.org).
3. If specific to your child, your question or concern can be addressed by:
  - a. Subject area teacher
  - b. Advisory teacher
  - c. Lead Teacher
4. If your question or concern is related to a PTO function:
  - a. General questions or concerns can be addressed by one of the Co-Presidents.
  - b. Questions or concerns specific to a PTO sponsored event or program can be addressed by communicating directly with:
    - i. Committee Chair or Co-Chair
    - ii. Committee Vice President
    - iii. PTO Co-President
5. If your question, concern, or issue needs further attention, please first contact Brian Healy (Lead Teacher) [bhealy@lwsd.org](mailto:bhealy@lwsd.org). Contact Victor Scarpelli, Principal [vscarpelli@lwsd.org](mailto:vscarpelli@lwsd.org), if further assistance is needed.

***When parents have a concern about their child's academic progress or social adjustment to school, the first step is to email or call the teacher(s) involved.*** A follow up to this initial contact may be a conference that includes parents, teachers, and the student.\*

Our policy is to respond to your emails and/or phone calls within 48 hours. Emergencies and sensitive issues are addressed immediately.

\* Conferences with teachers can be initiated by parents, students, or teachers. Our goal is that every conference has a positive outcome for the student involved. Contact the Office Manager, Colleen McLaughlin [cmclaughlin@lwsd.org](mailto:cmclaughlin@lwsd.org) to arrange for a conference. Specify which teacher(s) you would like to have in attendance. Unless otherwise arranged, students are expected to be involved in the conference.

# EAS Curriculum Overview

## School-wide Theme:

*Interdependent Relationships – People and Environments*

### LWSD Level 3 (Grades 6 – 8)

Standards outlined in the LWSD Curriculum Framework for Level 3 are met in a three-year cycling of connected themes.

### Curriculum Themes:

#### **Year A - Where Have the Salmon Gone?**

Trimester 1: Pacific Northwest Origins

Trimester 2: Pacific Northwest Developments

Trimester 3: Pacific Northwest Futures

#### **Year B - Becoming "U.S."**

Trimester 1: Becoming Myself; Becoming America

Trimester 2: Becoming U.S.

Trimester 3: Regions of the U.S.

#### **Year C - Boundaries and Horizons**

Trimester 1: Exploring Boundaries

Trimester 2: Changing Boundaries

Trimester 3: New Horizons

<i>Year A - Where Have the Salmon Gone and Why Should We Care?</i>		
	Language Arts/Social Studies	Science/STEM
Trimester 1	The Pacific Northwest and World Geography	Salmon (life cycle, habitat, related issues);
Trimester 2	Washington State Regions	Geology; structures/models/building component
	Washington State Culture and History	Ecology & Ecosystems, Population Biology;
Trimester 3	CBA: Investigating Environmental Issues in WA State	Earthquakes/ volcanoes
	Washington State Government	Natural resources & Environmental issues;
	Sockeye Salmon Story	Green sustainable design
<i>Year B - Becoming "U.S."</i>		
Trimester 1	Personal Development	Life Processes, Nervous & Endocrine systems;
Trimester 2	U.S. Colonization 1550-1650	Digestive system
	Pre-Revolution; Causes of Conflict CBA	Cells & Genetics;
Trimester 3	U.S. Colonization 1650-1750	Human development; Muscle, circulatory system
	The American Revolution	Classification; 6 kingdoms;
	Geographic characteristics of U.S. Regions	Virus Science
<i>Year C - Boundaries and Horizons</i>		
Trimester 1	U.S. Constitution CBA	Science Processes, Properties of Matter ;
	Lewis and Clark	Astronomy & solar power
Trimester 2	Civil War through Reconstruction	Force and Motion;
	Westward Expansion: Liberty and Justice for All?	Weather Forecasting/hot air balloons
Trimester 3	1920's to the Present	Forms of Energy (w/ emphasis on Light);
	U.S. Immigration	Climate regions; CO2 dragsters

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# EAS Curriculum Overview (cont.)

## Subject Areas

### **Integrated Studies: Social Studies, Language Arts, Science, Art**

Level 3 students (grades 6-8) are in multi-grade groupings for Integrated Studies classes. In these classes, students apply skills and concepts from all subject areas while investigating local and global issues. They use communication, publishing, and presentation technologies to access, process, and share information. In Art, students experience and create in a wide range of mediums and styles. When possible, art experiences are connected to the yearly themes of study. Subject material taught in Language Arts, Social Studies, Science, and Art are integrated around common themes. *The blocks of time dedicated to these classes are referred to as **Integrated Studies blocks**. Students are divided into four multi-grade groups that rotate through **Integrated Studies classes**. These multi-grade groups are referred to as **Integrated A, Integrated B, Integrated C and Integrated D**. **Integrated studies themes spiral over three years**. Additionally, there are three trimesters in a school year – each trimester is broken into two ‘blocks’, also known as **hexmesters**.*

### **Math**

Students work according to ability in math classes that combine development of basic skills with an emphasis on application of math concepts and skills. Levels include 6<sup>th</sup> Grade Math, 7<sup>th</sup> Grade Math, 8<sup>th</sup> Grade Math, Algebra I, and Geometry.

### **Spanish**

Exploratory Spanish Level A (6<sup>th</sup> Grade) and Level B (7<sup>th</sup> Grade) – Students are introduced to the Spanish Language through speaking, listening, and writing activities. Students engage in a variety of interactive activities and projects providing many opportunities to learn about Spanish and Spanish speaking cultures.

Spanish Level 1 (8<sup>th</sup> Grade) is aligned with the LWSD curriculum and is a high school level course. Students who successfully complete this course may begin Spanish Level 2 in their first year of high school.

### **Health/Fitness**

Students participate in fitness classes learning sports and fitness skills. Fitness is also a component of our expeditions, as well as a choice in some Wednesday Electives. Health instruction over the three years occurs in science classes, on expeditions, and in our annual 3-day Health Fair at EAS.

### **Technology**

Technology plays an integral role in learning at EAS. Students make use of netbooks, flash drives, and cloud storage in all classes on a daily basis. They become proficient in the use of word-processing and spreadsheet software, lab probeware, and online databases. Digital cameras and presentation software are used to generate work products. Both teachers and students extensively use Haiku and LWSD email to extend learning beyond the classroom walls. EAS consistently supplements the available technology via grants and awards to maximize learning opportunities.

## Beyond the Classroom

### **Community Stewardship Projects**

All EAS students participate in three blocks of **Community Stewardship Projects (CSP)** during the school year. A variety of projects provides students with opportunities for active involvement and both environmental and social stewardship

in their community through extensive research and hands-on learning. They take part in projects to monitor, maintain, and restore habitats and biodiversity. Following each session, CSP groups present what they have learned and accomplished to the rest of the school. By the end of their 8th grade year, students have completed over 140 hours of community stewardship. Partnerships with individuals and community organizations provide EAS students, staff and parents with expertise, training and support for various projects. EAS students have many opportunities to teach and guide others, as well as opportunities to work in partnership with adult mentors and community organizers. Both environmental and social program opportunities are offered each stewardship session.

### **Adventure Education**

Adventures and field trips are related to school and academic goals. All EAS students participate in three Outdoor Adventure Education weeks each school year:

1. **Fall Camp**

The whole school spends a week at Fall Camp in Western Washington in early September, on an outdoor adventure and community- building excursion.

2. **Spring Trips**

In the Spring, students participate in one of a variety of smaller group expeditions, each led by an EAS teacher, focusing on environmental, historical, and cultural experiences.

3. **End of Year Camp**

In early June, the entire school participates in a week of tent camping, boating, hiking and outdoor adventuring at one of the waterside state parks in Western Washington.

### **Wednesday Electives**

Students have the unique opportunity to participate in a variety of elective classes on Wednesday afternoons. Wednesday Electives are coordinated by EAS teaching staff in partnership with parent and community volunteers. Wednesday electives include offerings in the areas of Technology, Performing Arts, Sports, Arts/Crafts, Cooking, and Hobbies. Classes take place both on and off campus, chaperoned by parents. Class facilitators are highly qualified and experienced in their specific disciplines.

### **Annual Health Fair**

The EAS Health Fair is an enriching 3-day conference and is one of the ways district and state Health Curriculum guidelines are met. The Fair includes keynote speakers, addressing current health topics and concerns of middle school students. Students attend both required and elective sessions that focus on aspects of physical, social, and emotional well-being. The Fair draws upon expertise in our larger community and gives students the opportunity to learn about and discuss relevant concepts and issues.

### **Citizenship and Leadership Development**

Students develop confidence and skills to work effectively as leaders, mentors, team members, and public speakers through challenging activities and projects incorporated into all subjects. Additionally, 8<sup>th</sup> graders are given the opportunity to apply for the 8<sup>th</sup> Grade Leadership Team, and take on extra leadership responsibilities.

### **Clans/Advisory**

Students are divided into five Advisory classrooms, also known as Clans. Clans serve as "home rooms" where attendance is taken and students participate in a variety of organizational and community building activities throughout the year. Good-spirited clan competition becomes part of the school year fun. The Clan groups are Bears, Orcas, Osprey, Ravens and Wolves. Students remain in the same Clan throughout their three years at EAS. Clan teachers serve as Advisors for their students.



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# Grading & EAS Student and Parent/Family Agreements

## **GRADING AND GRADE EXPECTATIONS**

EAS uses the state's 4 point scoring model where a "3" indicates "at standard". To score a "3" a student must show proficiency in performing a skill or demonstrate a significant grasp of knowledge. A "3" correlates with an 80% or B- when using traditional scoring guides. All EAS students are expected to achieve a 3.0 or higher in all of their classes. Student participation on EAS excursions is dependent upon their academic performance at a 3.0 or showing active and significant progress toward a 3.0 in all classes.

## **EAS STUDENT AND PARENT/FAMILY AGREEMENTS**

Acceptance and continued enrollment at EAS require initial commitment and yearly fulfillment of the following student and parent/family agreements:

### **Student Agreement**

- I will apply myself to my studies in all of my classes and take necessary steps to improve my skills and study habits. I understand that participation on EAS learning excursions requires a 3.0 (B) grade average (or showing active progress towards a 3.0) in all classes, consistent attendance, and appropriate behavior.

### **Parent/Family Agreement**

- We understand that the cost of EAS excursions and special programs requires family support in addition to grants and funding obtained by EAS teachers. We agree to the \$200 per student per year contribution in lieu of other fundraisers at EAS and will meet our 25 hour per year volunteer commitment or cash payment for unfulfilled hours.
- We will support our child's academic learning in all classes, provide structure and assistance at home, and work with the teachers as needed to address areas for improvement.
- We understand that the three yearly excursions, Camp Hamilton, Spring Trips, and Bowman Bay, are important components of the school's integrated curriculum and attendance is not "optional". All of the excursions have specific learning components that directly connect to district and state learning objectives. Students are assessed on their expeditionary learnings and these grades are included in all core classes (LA/SS/Science/STEM/Art).
- We understand that EAS can only provide for IEP needs that can be met for one period daily by Finn Hill Middle School special services teachers and subject to interruptions as a result of the differences between the EAS and Finn Hill daily schedules.

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# Attendance

## **ATTENDANCE**

- Students are required to attend each class daily unless they are properly excused.
- Absence from school due to illness or other justifiable reasons will be excused provided that a parent notifies the office by phone or email when the student is absent.
- Pre-arranged absences for time out of school require parent permission and the student is responsible for getting assignments from all teachers prior to absence. Pre-arranged absence forms are available in the office. Student grades may be negatively impacted when missing school for a prearranged absence even if missed assignments are turned in.
- Excessive absence or tardiness to school, whether excused or unexcused, is a disruption to the learning environment and will be dealt with accordingly.
- ***Please try to schedule all personal appointments (e.g. doctor, dentist, etc.) outside of school hours so that students do not miss class time.***

### **Students who are absent due to extended family vacations**

- Students requesting assignments one week or more in advance of a family vacation will be provided with those assignments that can be reasonably accomplished on their own. Students will be expected to turn in these assignments on the day they return to school or on the specific due date established with each teacher. Students will be graded on these assignments and receive a "0" if the assignment is missing.
- Teachers will not hold makeup classes or set up labs or projects for missed class work. As such, student grades may be impacted due to missing in-class learning and activities.
- ***EAS strongly recommends that parents avoid taking students out of school for family vacations at times other than LWSD holidays. Overall class grades may be negatively impacted as a result of extended absences.***

## **LATE ARRIVAL TO SCHOOL**

- Parents must notify the office if their student will be arriving late to school.
- Students arriving late to school must check-in at the office to obtain an Admit Slip before going to class.

## **EARLY DISMISSAL FROM SCHOOL**

- Parents must notify the office in advance if their student will be leaving school early.
- Parents must sign out their student before the student is permitted to leave.

### **Attendance Contact Information**

A parent must contact the office by phone or email if their child will be absent, late, or leaving early.

Phone: 425-936-2355    Email: [EASoffice@lwsd.org](mailto:EASoffice@lwsd.org)

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# Homework Policy & Dress Code

## **HOMEWORK POLICY**

- Teachers will communicate homework expectations and grading system at the beginning of each year.
- Guided practice will be provided in class.
- Students will maintain an organized notebook and carry it to and from school.
- Satisfactory completion of homework is the student's responsibility.
- Teachers may assign homework over the weekend. Assignments will not be due the first day of school following a holiday weekend.
- Following an excused absence, student and teacher will determine due dates for make-up work. It is the student's responsibility to collect make-up work.
- Following an absence due to illness, a student has the number of days to make up work and tests equal to the number of days missed.
- When a student is absent, he/she should contact a homework buddy or individual teachers for their assignments.
- In the case of a pre-arranged, non-illness absence, the student works with teachers in advance of absence to plan make up work and due dates.
- Teachers will inform the parent(s) with a mid-term Progress Report when a student is in danger of receiving a failing grade for their trimester grade.
- Parents can assist students by monitoring binder organization, reviewing student planners and checking Skyward Gradebook for posted assignments.

## **DRESS CODE**

The purpose of the school dress code is to help students avoid wearing inappropriate clothing during the school day or any other school related functions.

- Hats are not to be worn on campus during school hours or other indoor school activities.
- Clothing which is dirty or ragged is not acceptable. Holes in the knees are acceptable; anything above the knee is unacceptable.
- Shirts, blouses, and tops are not to show the midriff (stomach area). Students must be able to move their arms freely without showing their stomach area.
- Length of dresses, skirts and shorts are not to be shorter than mid-thigh (arms relaxed at side, end of fingertips for measurement). No see-through tights/leggings without appropriate length over-garment.
- Shorts which are not hemmed are not allowed.
- Shirts and shoes must be worn at all times.
- Appropriate footwear should be worn during Community Stewardship and all outdoor activities.
- Clothing that promotes alcohol, drugs, tobacco, racism or sexism, profanity, offensive logos, sexual connotations and gang-related material is not permitted.
- Students are not to wear clothing that is associated with gang memberships.
- P.E. clothing is ONLY to be worn for fitness classes. (Students are required to change clothes for P.E.)
- No sunglasses are to be worn indoors.
- Pants must be worn at the waist. (No showing undergarments.)
- Tank tops are not allowed. (A 3-finger or 1.5 inch diameter shoulder on a shirt is appropriate. No revealing undergarment straps. The neckline must be above the imaginary line from one armpit across the chest to the other armpit.)

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# Behavioral Expectations & Discipline

## **BEHAVIORAL EXPECTATIONS OF STUDENTS**

We believe that student development occurs best within an atmosphere of mutual respect, and therefore any behavior that undermines this respect cannot be allowed. Teachers, administrators, and staff will not tolerate any behavior that materially interferes with or is detrimental to the orderly operation of school, school-sponsored activities or any other aspect of the educational process. School jurisdiction and authority include students conduct to and from school, at school, at bus stops, on busses, and at any school sponsored activity. Also included in the school's jurisdiction is any off-campus student activity 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. Such acts, including but not limited to those listed on the following page, shall be subject to discipline, including possible suspension and/or exclusion from school, and/or referral to law enforcement authorities. Possession of any weapon or replica of a weapon, drugs or alcohol, will result in immediate expulsion.

## **CONSEQUENCES FOR RULES VIOLATIONS**

A progressive discipline approach attempts to relate the imposed disciplinary action or intervention to the severity of the offense and the number of times that offense or accumulated offenses have occurred. Students who violate a rule the first time face disciplinary action commensurate to the violation and a first occurrence. Second violations will result in more severe disciplinary action. Repeated violations may result in severe disciplinary action, including suspension or expulsion. At each intervention step, the intent is to assist the student in identifying the problem, understanding what new behavior is necessary, and encouraging the student to accept accountability for his/her actions.

**Teacher-assigned detention:** Student is detained by teacher for up to 40 minutes before/after school. Twenty-four hours' notice, verbal or written, must be given. Student and parents are responsible for transportation.

**School cleanup:** Student is required to pick up trays, wash tables, stack chairs, or pick up litter for the final 15 minutes of a lunch period.

**Restitution:** Damaged or stolen property is replaced or repaired. May be accomplished by dollar payment or student labor.

**Confiscation:** Items considered inappropriate for school, i.e., tobacco, lighter, matches, radios, cap and water pistols, laser pointers, skateboards, knives, noise makers, etc., will be taken away with appropriate consequences.

**Removal of privileges:** Student activities and other school-related privileges are removed; including technology access, dances, sports activities, assemblies, or day activities, etc.

**Class suspension:** Student is removed for one or more days from specified class(es).

**Short-term suspension (S.T.S.):** Administered by the lead teacher or building principal, students are removed from school for one to ten (1-10) days. Parents/guardians are contacted and the student is sent home. Formal notification is in writing. This suspension is subject to the building-level appeal process.

**Long-term suspension (L.T.S.):** Administered by the lead teacher or building principal, students are removed from school for eleven (11) or more school days. This suspension is subject to the district-level appeal process. Formal notification is made in writing.

**Emergency expulsion:** Student is removed from school when he/she is considered a danger to himself/herself or others, or is considered an on-going disruption to the teaching/learning process. Formal notification is made in writing. The expulsion is subject to the district-level appeal process.

**Expulsion:** Student is removed from school for an indefinite period of time. Expulsion is subject to district-level appeal.

OFFENSE	CONSEQUENCE / DISCIPLINE
<p><b>Accomplices</b> Aiding and abetting in a wrong doing, i.e. inciting, taunting. Encouraging or planning a wrong doing.</p>	Lunch Time Detention
<p><b>Disrespect</b> Any behavior considered rude, defiant and /or insulting, directed toward a student, staff member, substitute, visitor or parent.</p>	Lunch Time Detention, Suspension, Letter of apology
<p><b>Inappropriate Language</b> Swearing and inappropriate gestures.</p>	Lunch Time Detention, Suspension
<p><b>Incendiary Devices</b> Possession and/or use of any object explosive in nature or that can be ignited (i.e. caps, smoke bombs, firecrackers, matches, lighters, etc.). This also includes stink bombs.</p>	Confiscation, Suspension, Expulsion, Police report
<p><b>Nuisance Items</b> Any item that is disruptive to the school atmosphere which has no bearing on your education is not allowed in classes, including, but not limited to cell phones, iPods, (or any music playing device) laser pointers, skateboards, and roller shoes.</p>	Confiscation, Lunch Time Detention, Suspension
<p><b>Personal Displays of Affection (PDA)</b> Inappropriate touching and/or actions which distract from the school environment including, but not limited to, kissing, prolonged hugging and sitting on laps.</p>	Lunch Time Detention
<p><b>Roughhousing/Play Fighting</b> Students engaging in play fighting, wrestling, or any other behavior that is unsafe.</p>	Lunch Time Detention, Suspension
<p><b>Spitting</b> Any/all spitting on any persons or their belongings or any part of our school.</p>	Lunch Time Detention, Suspension
<p><b>Tardy</b> Student not in his/her seat and prepared for class at the scheduled start of class, including Advisory classroom.</p>	Lunch Time Detention

**SCHOOL RULES APPLY DURING SCHOOL HOURS AND ALSO INCLUDE ANY ON OR OFF CAMPUS SCHOOL SPONSORED ACTIVITIES (e.g., CAMPS, TRIPS, STEWARDSHIP PROJECTS, ELECTIVES, DANCES, ETC.)**

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# Student Illness, Health Concerns & Medication

## **Student Illness & Health Concerns**

District nurses are assigned to multiple schools and are not assigned to a specific campus. If a student feels ill during the school day, the teacher may give permission for the student to go to the office. Office staff will take the student's temperature. If the student's temperature is 100 degrees or higher, the parent will be called to arrange transportation home. If a student does not have a temperature but feels seriously ill, the parent will also be called to arrange transportation home. Parents should inform the school on the Nurse Alert form if their child has a serious/life threatening health condition. Some examples of life threatening health conditions are diabetes, seizures, severe allergies, asthma and/or cardiac conditions. This list is not all inclusive.

## **Medication**

The Lake Washington School District's medication policy states that medication will be administered between 11:00 AM and 1:00 PM daily. Medications that are given three times a day (e.g., antibiotics) should be given at home in the morning, afternoon, and evening. Students may not medicate themselves unless a health care provider indicates that they may do so. This must be documented on the student's medication order. Should medication need to be administered at school or during an EAS excursion, parent's must have their child's health care provider sign the LWSD medication form (Authorization for Administration of Medication found on the Forms page of the EAS website), provide a separate prescription pharmacy bottle labeled by the pharmacist (handwritten labels will not be accepted), and bring the pharmacy bottle with the exact amount of medication needed for the designated time period (no more than amount necessary for the excursion – or – no more than one month at a time for medication administered at school) to school. *The LWSD medication form is required for all prescription and over-the-counter medications* (e.g., non-prescription allergy medication, ibuprofen, Dramamine, etc). Prior to each school excursion, our district nurse reviews all student medications and forms.

## **Medication for Camps & Excursions**

We strongly prefer that ONLY MEDICALLY NECESSARY medications be provided for your student for EAS camps and excursions. This is due to both camp facilities and packing space limitations. Medications sent "just in case" are usually never taken or requested by students and take up valuable space in camp packing. Furthermore, even "just in case" medications, such as non-prescription pain relievers, require a LWSD medication form completed by your student's health care provider.

## **Epi-Pens and Inhalers**

We strongly suggest that students needing Epi-Pens and/or Inhalers have their health care provider's authorization to SELF-CARRY these items at camp. This is so that your student will always have these medically necessary items with them, regardless of where they may be during a camp outing. All EAS staff are First Aid trained and can administer epi-pens as necessary, yet it's challenging in a camp environment to ensure that the staff with your student at any given time will have the student epi-pens in their pack. By having your student self-carry these items in his/her own day-pack, we can be more certain that it will be with him/her if needed.

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# Bus Guidelines, Parking & Carpools

## **BUS GUIDELINES**

The bus stop and school buses are viewed as an extension of the classroom. Students on our school buses are expected to act in such a fashion that their behavior will reflect favorably on the individual student and on the school, will show consideration for fellow students, and will create a harmonious atmosphere. To accomplish this, all students must recognize their individual responsibilities and obligations and discharge them in accordance with the school regulations.

- The driver is in full charge of the bus and responsible for the enforcement of rules of conduct.
- Be courteous, use no profane language-spoken, written, or gestured.
- Students must ride their regularly assigned buses at all times unless written permission has been granted by a school administrator.
- Each student may be assigned a seat in which they must be seated at all times.
- Food or beverages must not be consumed on the bus except by permission of the driver.
- Smoking, lighting of matches or throwing objects are strictly prohibited on the bus.
- Windows may be opened to the "red line," however, the driver may require the windows to be closed at his/her discretion.
- No student shall at any time extend any part of his/her body out of the window of a bus.
- Objects that are dangerous or that may cause injury to another person are strictly prohibited from being brought on the school bus. The determination of "dangerous" is at the discretion of the driver.
- Animals or insects are prohibited from being transported on the bus.
- Skateboards are not to be brought onto the bus.
- Belongings of students must be kept out of the aisle. Only band instruments approved by the driver may be transported on the bus.
- No student shall sit in the driver's seat or be immediately to the right or left of the driver at any time.
- Students must be seated and remain seated while the bus is starting, stopping or in motion.
- Students must enter and leave the bus in an orderly manner.
- Students must cross the road only in front of the bus and only with the consent of the driver.

## **EAS PARKING & CARPOOLS**

Parking on the EAS side of the combined EAS/Finn Hill campus is limited. There are two areas where EAS parents can park when needing to leave their cars for an extended time period (longer than 5-10 minutes):

1. Along the street on 84th Avenue NE
2. In the main campus parking lot, entered from NE 132nd Street

The EAS bus turnabout is for buses and parent pick-up and drop-off only. At no time should parents stop cars in front of the school bus longer than necessary to drop-off students. If the bus pulls in behind you at pick-up time, continue through the turnabout and come around behind the bus. Please do not block the school bus.

Short term parking (less than 5-10 minutes) is permitted in the EAS bus lane during Wednesday Electives carpool loading and unloading only. For Wednesday Electives pickup, carpool drivers may leave the car in the turnabout long enough to enter the building and gather their designated carpool group. When doing so, please pull as far forward and as close to the curb as possible.

The EAS bus lane may also be used for excursion loading and unloading. Specifics will be communicated to drivers when necessary.

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# Parent Involvement, Volunteer Hours & School Communication

## PARENT INVOLVEMENT

***Parent participation is an essential ingredient of EAS programs.*** EAS staff and the Parent Teacher Organization (PTO) coordinate committees of parents to support and assist in facilitating a wide range of school projects and activities. ***Every family is expected to contribute 25 hours volunteer service or in-kind donations of needed resources each year.*** Volunteer opportunities include, but are not limited to:

- Driving and chaperoning students on field study days and adventure learning excursions
- Teaching, assisting, and/or chaperoning Wednesday Elective classes
- Facilitating special school projects and enrichment activities
- Assisting with clerical tasks or special projects as directed by EAS staff

## VOLUNTEER HOURS

***Each family is responsible for recording and electronically reporting their volunteer service hours to EAS.*** Families can use the Volunteer Hours Tracking Log (found on the next page) to manually track their volunteer time throughout the year. Periodically throughout the year, you will be reminded to electronically submit your volunteer hours. Electronic submissions are done through a "Submit Volunteer Hours" link listed in every EAS News Bulletin and also posted on the school website. This is the only method we use to track each family's volunteer time throughout the year.

## SCHOOL COMMUNICATION

EAS uses a variety of tools to communicate with families of our enrolled students:

- EAS Website
- ***EAS News Bulletin\**** – delivered by email every Tuesday & Friday throughout the school year
- School Messenger – email system for mass delivery of school information to EAS families
- Parent Access – access to Skyward Gradebook (student grades), lunch accounts, LWSD Volunteer Application
- Email

\* The majority of our regular communication comes in the form of the ***EAS News Bulletin*** which is delivered by email to all EAS families every Tuesday and Friday throughout the school year. The EAS News Bulletin is your source for EAS-specific volunteer opportunities, action items (e.g., permission forms, Wednesday Electives registration), event notifications, and other important information specific to our school.



