

# **Family/Student Handbook 2024-25**



**Ardmore  
Elementary School**

**16616 NE 32nd St  
Bellevue, WA 98008**

Tina Bogucharova, Principal  
Yusra Obaid, Assistant Principal  
Kelly Nordstrom, Office Manager  
425-456-4700

# Welcome to Ardmore Elementary School!

Ardmore is one of sixteen elementary schools in the Bellevue School District. Here are five things that are uniquely Ardmore..

## **Thematic and Joyful Learning**

Students learn through thematic units that integrate their content knowledge and skills. Thank you for being part of the Ardmore community

## **Arabic and Hindi Language Programs**

Ardmore is home to Washington state's first public Arabic and Hindi Language Programs. These two unique programs offer students the opportunity to learn Hindi or Arabic during the regular school day while studying core subjects such as math, science, social studies, and language arts in English. The goal of these programs is to celebrate culture and language and embrace global perspectives.

## **Science, Technology and More!**

At Ardmore, we offer science, technology, engineering, arts and math (STEAM) curriculum and extracurricular experiences. Students receive computer science instruction weekly to build their knowledge about computational thinking, coding and the language of animation through programs like Scratch.

## **Social Emotional Learning**

Students have the opportunity to sign up for lunch with staff members through our Lunch Bunch program. Students sign up and bring friends to enjoy lunch together as they build and deepen relationships with each other and their teachers.

## **A Diverse Community**

Our families and staff come from a diverse range of linguistic, geographic and cultural backgrounds. At Ardmore, 52% of our students speak a first language other than English, including 36 different home languages.

Ardmore Elementary	425-456-4700
Ardmore Attendance line	425-456-4711
Transportation Office	425-456-4512
Bellevue School District Public Information	425-456-4000

<b>Bellevue School District News Line</b> <b>425-456-4111</b> <b>(Call this number for school closures/weather-related changes)</b>
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Ardmore Elementary School Community Handbook

## 2024-2025

The policies and procedures in this handbook will be reviewed regularly by the Ardmore staff and will be revised and amended as necessary.

*It is our intent that the information contained in this document is useful, clear, and easy to understand. Please discuss the material in this handbook with your child, prior to school starting. Your written comments and suggestions for improvement of future editions of the Ardmore Student Handbook are always welcomed.*

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**\*\* Please review with your child \*\***

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# WELCOME TO ARDMORE

Dear Ardmore Families and Community,

Welcome to a new school year at Ardmore Elementary! We are thrilled to extend a warm welcome to each of you. At Ardmore, we believe that our students thrive when we work together as a community, recognizing and valuing the unique assets that each family, student, and community member brings to our school.

We view our relationship with you as a vital partnership in your child's educational journey. We are eager to learn from you and collaborate to create an environment where every student feels affirmed and inspired to reach their fullest potential. Your insights and involvement are essential to this process, and we invite you to join us in this shared mission.

There are many ways to engage with our school community—whether it's through volunteering, connecting with your child's teacher, participating in the Ardmore PTSA, or contributing to important committee work. We also encourage you to partner with us at home by engaging in daily conversations with your child about their school experiences and reading together for at least 20 minutes each day in any language(s) used at your home. When we join forces, we open up a world of opportunities for our children, empowering them to succeed and thrive.

Our commitment to partnership extends to ensuring that you have the information and resources you need for a positive and successful school year. We encourage you to explore this community handbook on our website, which provide important details about safety procedures and other aspects of school life at Ardmore. Should you have any questions or need further assistance, please don't hesitate to reach out. To us the principal, Tina Bogucgarova, and Assistant Principal, Yusra Obaid, we are always available to support you. You can contact us at (425) 456-4700 or via email.

We look forward to a year of learning, growth, and partnership with each of you. Together, we will continue to build a school community where every student is valued, supported, and inspired to be a creator of their future world.

Sincerely,

Tina Bogucharova  
Principal

Yusra Obaid  
Assistant Principal

# BSD SCHOOL WEBSITE AND CALENDAR

Our school, as well as each school across the district, has a school website ([www.bsd405.org/ardmore](http://www.bsd405.org/ardmore)) Where you will find information related specifically to Ardmore and information related to the Bellevue School District's services provided at the school and district-wide. Here you will find our bell schedule, important community events, updates and other resources provided in order to assist you in remaining connected to your child's daily life. Additionally, you can find out about Ardmore events on the PTSA Website at <https://ardmoreptsa.givebacks.com/>.

Bellevue School District Website: [www.bsd405.org](http://www.bsd405.org)

## 2024-2025 DISTRICT CALENDAR

### 2024

- **September 2: No school**, Labor Day observance, all district offices closed
- **September 3 : First day of school for grades 1 through 12**
- **September 6 : First day of kindergarten**
- **September 9: First day of Preschool**
- **October 11: No school**, professional development day
- **November 11 : No school**, Veterans Day observance, all district offices closed
- **November 25, 26 Elementary school early release**, conference days
- **November 28 and 29 :No school**, Thanksgiving, all district offices closed
- **December 4 : Elementary school early release**, conference days
- **December 24through January 3, 2025: No school**, winter break
- **December 25 and 26** All district offices closed

### 2025

- **January 1 and 2** New Year's observance, all district offices closed
- **January 20 No school**, Martin Luther King Jr. Day observance, all district offices closed
- **January 24 : Semester**
- **February 17 : President's Day** observance, all district offices closed
- **February 17 through 21: No school**, mid-winter break
- **March 28: No school**, professional development day
- **April 7 through 11: No school, spring break**
- **May 26 :No school**, Memorial Day observance, all district offices closed
- **June 18: Last day of school**
- **June 19: : Juneteenth** observance, all district offices closed
- **July 4: Independence Day** observance, all district offices closed

# ARDMORE STAFF LIST

Each year, the staffing within a school can change. Often staffing can be effected by certification, seniority, student enrollment, state funding and distribution, allocation and/or scheduling of itinerant services across the district. Staffing can also fluctuate based on life changes occurring over the summer.

All staff are trained and certified to teach Preschool through Fifth grade. It is our goal to work together to provide the best staffing allocation we are provided prior to school starting. **Therefore, once August enrollment is determined and staffing is scheduled you will receive an email indicating your child's teacher. Unless otherwise notified, all emails will be sent out two days before school starts. Therefore, you should receive your email prior to the start of school.** Should there be staffing changes related to your child's classroom or teacher, following the receipt of the communication, you will be notified immediately.

As of the publishing of this handbook, the following are staff assigned to Ardmore Elementary. Any changes occurring will be updated on our school website as soon as possible.

Tina Bogucharova	Principal
Yusra Obaid	Assistant Principal
Kelly Nordstrom	Office Manager
Chigusa Shimizu	Office Assistant

<b><u>STAFF</u></b>	<b><u>GRADE or Position</u></b>
<b>Diane Peterson</b>	Preschool

<b>Rebekah June</b>	Preschool
<b>Carla Kemper</b>	Preschool
<b>Lirio Sila</b>	Preschool

<b>Maria Manca</b>	K
<b>Ana Lopez</b>	K
<b>Somaya Sallam</b>	K/Arabic
<b>Prathishtha Ramireddy</b>	K/Hindi
<b>Cassie Espinoza</b>	1
<b>Melina Marulis</b>	1
<b>Iman Sallam</b>	1/ Arabic
<b>Patrick West</b>	2

<b>Shannon Chancellor</b>	2
<b>Sarab Muhyaddin</b>	2/ Arabic
<b>Julie Anderson</b>	3
<b>Sherry Gaines</b>	3
<b>Nadia Dawood</b>	3/Arabic
<b>Mireya Frederick</b>	4
<b>Angela Dengel</b>	4/5
<b>Lisa Symonds</b>	5
<b>Sahar Bouachir</b>	4-5 Co teacher
<b>Jennifer Jones</b>	ITCL
<b>Jessica Holloway</b>	Art
<b>Griff Johnson</b>	PE
<b>Kelli Lane</b>	Computer Science
<b>Tiffany Van</b>	Computer Science
<b>Bryant Yavorsky</b>	Computer Science
<b>Melissa Montoya</b>	Music Specaist
<b>Yifan Fu</b>	Resource Room

<b><u>STAFF</u></b>	<b><u>Position</u></b>
<b>Jolyn Danielson</b>	Librarian
<b>Allen Manipon</b>	PBIS Facilitator

<b>Ramps Rampersad</b>	Band
<b>Colleen Fretz</b>	Orchestra
<b>Daniel Llinas</b>	Psychologist
<b>Katelyn Fiorillo</b>	Counselor
<b>Prabina Dahal</b>	Nurse
<b>Megan Lacrone/ Emma Strombom</b>	Speech Pathologist

<b>Corrine Wolfe/Chela Richards/ Katherine Snow</b>	OT/PT
<b>Bev Doleac</b>	LAP Facilitator
<b>Diane Peterson</b>	Resource Room
<b>Pushpanjali Sengupta</b>	MLL/ Reading Teacher
<b>Ryan Wahlberg</b>	MLL Facilitator

## **Ardmore Elementary School Schedule: M, T, TH, F**

Breakfast at the Café	7:35-7:55 am
Teacher Pick Up	8:00 am
School Begins	8:05 am
Morning Recess	Between 9:20-10:15 am, K-5 classes will have an assigned 15-minute recess

Lunch and Recess Block 10:30-12:55

Grade 4/5 12:35-12:55 (lunch), 12:10-12:30 (Recess)

Grade 3 12:10-12:30 (lunch), 11:45-12:05 (Recess)

Grade 2 11:45-12:05 (lunch), 11:20-11:40 (Recess)

Grade 1 10:55-12:35 (lunch) 10:55-11:15 (Recess)

Grades k 10:55-11:15 (lunch), 10:30-10:50 (Recess)

Pre-K (PM) 11:20-12:00 (lunch)

School Ends/Dismissal Bell 2:35 pm

## **Ardmore Elementary School Schedule: WEDNESDAY ONLY**

Breakfast at the Café	7:35-7:55 am
Teacher Pick Up	8:00 am
School Begins	8:05 am
Recess and Lunch Block	9:45-12:10 pm
Grade 4/5	11:45-12:05 (lunch), 11:20-11:40 (Recess)
Grade 3	11:20-11:40 (lunch) 10:55-11:15 (Recess)
Grade 2	10:55-11:15 (lunch), 10:30- 10:50(Recess)
Grades 1	10:30-10:50 (Lunch) 10:05-10:25 (Recess)
Grades k	10:05- 10:25 (Lunch) 9:40-10:00 (Recess)
Pre-K	11:20-12:05
School Ends/Dismissal Bell	12:20 pm



## **ATTENDANCE, TRANSPORTATION, HEALTH AND CLOSURES**

### **TRANSPORTATION TO AND FROM SCHOOL**

#### **BUS TRANSPORTATION**

If your child needs transportation, please contact the Transportation Department at 425-456-4512 to request transportation. You will be notified by the Transportation Department the week prior to the start of school. You will be told your designated pick-up and drop-off point and time and your child will receive a bus card with the route and stop information during the first day of school. We expect all Ardmore students to follow bus rules and expectations.

Alternatively, you can provide your own transportation or carpool with neighbors. Traffic around Ardmore is very congested during pick-up and drop-off times. Fewer vehicles make the transition easier for everyone!

#### **CAR DROP OFF AND PICK UP**

If you need to drive to school to drop off or pick up your child(ren), please follow these guidelines:

1. **Use the designated drop-off/pick-up lanes (the right lane) when dropping off/picking up children curbside.** DO NOT drop off or pick up students in the left lane or in alternate locations. This requires children to cross in front of cars and creates a dangerous situation.
2. **When using the drop off / pick-up lanes:**
  - a. Upon entering the school zone and parking lot, remain under 5 MPH and attentive.
  - b. Remain in the *right* lane when dropping off or picking up.
  - c. Pull as far forward as possible in the drop-off/pick-up lane. Drop off/pick up your child(ren) and pull ahead to exit.
  - d. Remain in your car at all times, and please stay off your cell phone.
  - e. Communicate with your child(ren) that they are to walk *in front* of your vehicle.
  - f. Please keep the line moving! If you need to talk with another parent or a teacher, *park your vehicle in a parking space.*
  - g. **If your child needs assistance getting out of car, families must pull forward to the designated assistance area by the mail boxes at the front of school.**
3. **If you choose to park your car, park only in designated parking spaces.**

#### **WALKERS**

**During Arrival**-Families may walk their children up to the front of the school.

**During Dismissal**-Families that walk home should pick up their children in the lower parking lot by the preschool program.

## **Arrival**

Students must arrive at school after **7:35 AM** when student supervision begins. If your child is NOT eating breakfast we recommend your student arrive at 7:55 am. Do not leave your children unattended before 7:35 am. Teachers will meet students 8:00 AM to pick up their class at the designated areas below.

- If students eat breakfast, they enter through the front doors of the building into the cafe.
- If they do not eat breakfast, they follow the sidewalk around to the covered area on the playground to line up with their class.
- Kindergarten students line up inside the building at our stage.
- 1-2 line up in Gym
- 3-5 line up in the undercover area

\*Students who arrive after 8:00 need to enter through the front doors to meet with their class. Students who arrive after 8:05 a.m. are considered tardy and must check in to the Office.

## **Dismissal**

Students will be walked in grade level groups to the appropriate dismissal area after school.

- The bus loading area is located on the side of the building
- The car pick up is located in the front of the building
- Families who are picking up children by foot can meet them down below in the parking lot

\*Students can not be on the driveways in the pick up area without adult supervision by caregivers.

**\*\*Parents are asked to use the drive through area for car pickup only.**

Other notes:

- Unless students are involved in a supervised after-school activity, students must leave campus at the end of the school day (2:35pm Mon/Tue/Thurs/Fri or 12:20pm on Wednesdays.)
- If you are picking up your children, staff will remain outside with students for 10 minutes. To ensure student safety, any student picked up after 2:45 p.m. will need to be picked up in the main office and signed out by a parent /guardian. Frequent late pick-ups may result in the need for a plan to be made between the principal and family.

## **Bicycles, Scooters, Skateboards, Other**

Students are encouraged to use district provided transportation or private vehicles. While students may ride bikes to school, once they are on school grounds, they must walk their bicycles directly to the bike rack. No mini-bikes, go-carts, skateboards, roller blades, or roller shoes are permitted on school property.

## **Early Pick Up**

If it is necessary to pick your child up during the school day, please send a note or e-mail to the teacher that morning. When you arrive, you must sign them out in the office. Do not go to the classroom to pick your child up. He or she will be called to the office to meet you.

# **Health Information and Medications at School**

This is your one-stop, quick guide to Health and Safety Information. Please refer to this document for updated procedures, times, and general information.

Morning	Snack	<ul style="list-style-type: none"> <li>• Ask your child’s teacher regarding his/her snack practice in the classroom.</li> <li>• Students may bring their own snack or have an approved snack from the teacher.</li> <li>• Students will wash or hand sanitize before enjoying snack.</li> <li>• Teachers may choose to bring students outside to the grass to enjoy snack-time as a class.</li> </ul>
Various Times	Lunch	<ul style="list-style-type: none"> <li>• Students will wash their hands and/or sanitize hands before heading lunch.</li> <li>• Teachers will walk their students to their designated lunch location and ensure students are in assigned class tables.</li> </ul>

**What do I/WE do if...**

<b>My student is not feeling well...</b>	<ul style="list-style-type: none"> <li>• The student should not attend school in-person.</li> <li>• Families are encouraged to monitor their students for symptoms of illness.</li> <li>• Email or call the attendance line and notify Ardmore main office of the absence at <a href="mailto:ardmoreattendance@bsd405.org">ardmoreattendance@bsd405.org</a>.</li> </ul>
<b>A student is not feeling well during the school day...</b>	<ul style="list-style-type: none"> <li>• The student will be sent to the office to check-in with the nurse or office secretary.</li> <li>• The nurse or office secretary will review the student’s symptoms in alignment with Public Health guidelines. The student may return to class after consultation or be picked up by the family. <ul style="list-style-type: none"> <li>○ There are very specific criteria for a student who is sent home with symptoms, when the student can return to school, and when diagnostic testing is recommended.</li> </ul> </li> </ul>

**COVID Information**

<b>When to Isolate?</b>	<div style="border: 1px solid black; padding: 5px;"> <p><b>Isolation</b> is when someone who has COVID-19 symptoms or has tested positive stays home and away from others.</p> <p>Regardless of vaccination status, individuals in isolation can return to school when:</p> <ul style="list-style-type: none"> <li>• 5 days since symptoms onset, or since positive test date, if no symptoms are present <b>AND</b></li> <li>• 24 hours after fever resolves without the use of fever reducing medications <b>AND</b></li> <li>• Symptoms have improved</li> </ul> </div>
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**Administering Medication at School**

School personnel are not allowed to administer medication without written authorization from a physician. If medications are to be given at school, the school nurse must be notified and an Authorization to Administer Medication form must be filled out and on file in the school office. All medications must come to the school office in the original container, labelled by the pharmacy or physician with the medication name, amount to be taken, frequency of administration and name of physician.

The State of Washington Code requires that schools maintain up-to-date immunization records for measles, mumps, rubella (MMR), diphtheria, and polio for all students unless there are medical or religious objections. Additionally, all students are required to complete a series of three Hepatitis B inoculations and kindergarten-4th grade students need a second MMR. Should the school be missing any of these immunization records, your child may be asked to stay home until the information has been received in the office.



## ATTENDANCE

Prompt and regular school attendance by students is important. Regular attendance is necessary if students are to benefit fully from learning experiences offered in school. Because students miss significant instruction when they are absent from school, any absence may affect their learning. In order to set your family up for success, plan to be at school in time to walk into the classroom by 8:00 am, which is intended to give students adequate time to reach their classrooms and be prepared for the start of the class at 8:05 a.m.

Frequent absences and tardies will be addressed by the school administrators. The school may take a variety of actions to help improve a student's attendance and timeliness. The District Attendance Procedures 3122P can be found at: <https://bsd405.org/wp-content/pdf/policy/3122P.pdf>

### **Address or Information Change**

It is the Parent/Guardian's responsibility to notify the front office at 425-456-4700 or e-mail Kelly Nordstrom at [nordstromk@bsd405.org](mailto:nordstromk@bsd405.org) of any changes of address, work or home phone number or emergency contacts so they may be changed on school records. Any changes need to be noted immediately for safety and attendance reasons.

### **Absences, Late Arrival, Early Dismissal**

If your child will be arriving late, please call the school attendance office at 425-456-4711 or e-mail [ardmoreattendance@bsd405.org](mailto:ardmoreattendance@bsd405.org) before 7:50am. We value your child's safety and would like to know where they are if not in school. The school requires a written note or phone message from the child's legal guardian explaining the absence or late arrival. No notification within 5 days of absence will prompt the notation of an unexcused absence on the child's record.

### **Excused Absences**

Excused absences or late arrivals considered appropriate by the school district include the following:

- Student illness
- Family emergencies
- Special religious observances
- Pre-arranged medical/dental appointments
- Court, judicial proceeding
- Pre-arranged school-sponsored activities, such as field trips
- Absences which, according to the school administrator, or his/her designee, after consulting with the parent, guardian or adult student, may be deemed appropriate but not covered in the above stated instances.

We urge you to make certain these are the only reasons for your child missing school. Absences or tardies which are not covered in the above stated instances may be deemed appropriate at the discretion of the principal. **Absences for reasons other than stated above need to be pre-arranged. Please ask at the front office for a “Request for Excused Absence” form to fill out.**

*We strongly discourage families from taking vacations during school days. Every absence has an impact on your child and their classroom, and extended absences have been shown to have a negative impact on a student’s education. In addition, there is no expectation that teachers provide homework during a planned absence.*

## **Unexcused Absences**

The following is a non-exhaustive list of unexcused absences:

- No call or written response from the parent within 5 days of absence
- Vacation
- Missed bus or late ride
- Overslept
- Babysitting
- Appointment for person other than the student
- Errands
- Taking a sibling to school
- Field trips are an extension of the classroom. When a family decides that a student is unable to attend a field trip, an alternative learning opportunity will be provided at the school and the expectation is that they will still attend.

Our school’s practice is to make contact after 1 unexcused absence and request a conference with parents after 3 unexcused absences in an attempt to collaboratively improve attendance.

## **Tardies**

Children arriving late to school are listed as tardy on the permanent record. The following is a non-exhaustive list of unexcused tardies:

- Missed bus
- Late ride
- Overslept
- Babysitting
- Appointment for person other than the student
- Errands
- Taking a sibling to school

Excessive tardies are disruptive to a child’s education. In order to be sure that your child is on time and ready to begin class at 8:05, please arrive by the 8:00 am bell.

# **SCHOOL CLOSURES**

## **Weather, Emergencies And School Closures or Late Starts**

For current announcements regarding Bellevue School District closures and hours of operation due to weather conditions or natural disasters, call the Bellevue School District School News Hotline (425-456-4111).

In the event of an emergency, please do not call the Ardmore school office as the school lines must be kept open for emergency communications. Current announcements will be made on local and television stations between 6:00a.m. and 8:00a.m.

Refer to the Bellevue School District Emergency Communications Bulletin (sent home at the beginning of the school year and available in the office thereafter) for complete message and bus route information. Please plan for short-notice childcare if school is closed, starts late, or dismisses early. Discuss these contingency plans with your child and your emergency childcare provider.

## **After School Plans**

### **Going home with a Friend:**

If your child wishes or needs to go home with a friend or anywhere else other than their normal after-school destination, written permission from a parent or guardian must be sent via email to teacher 24 hours in advance. If plans should change during the school day, please notify the main office before 2:00 pm. Change of dismissals plans called in after 2:00 pm are not guaranteed to be delivered to the student unless it is deemed an emergency.

**Students will NOT be dismissed early or released to anyone other than their parent or guardian without prior arrangement with school office personnel.** These measures are taken in a partnership between home and school to ensure your child's safety.

**Please avoid calls or emails to school regarding changes in after-school plans.** Each time you do so, valuable teaching time is interrupted to get the message to your child. Please make sure all after-school plans are set before your child comes to school in the morning. In the event of a change of plans, you need to contact the front office, NOT the classroom teacher. The message will then get to your child before the end of the day.

**Please know that we are not able to interrupt classes to send reminders to students about after-school activities.** Teachers have the activities calendar, room locations and class rosters posted in their classrooms.

# **\*STUDENT BEHAVIOR EXPECTATIONS & DISCIPLINE STANDARDS\***

At Ardmore Elementary, we believe that fostering positive relationships is the foundation of our work with students. We aim to establish a positive school climate by implementing a robust Social and Emotional Learning Program, including RULER, Second Step, Positive Behavior Intervention & Supports (PBIS), and Restorative Practices to foster a sense of community in our school. **We are committed to racial equity and inclusion**, as we strive to create a safe and warm atmosphere for all students and adults.

Ardmore has developed guidelines for success and clear expectations for all members of our learning community. There are both behavior guidelines and “rules” that help us focus on important ways to work together and be at our best to learn.

## **At Ardmore Elementary School, we use a *proactive* approach to discipline:**

- We teach children about our behavior expectations, and we review these expectations regularly.
- We explain to children what behavior is okay and what behavior is not appropriate at school
- We teach children how to identify and prevent bullying behavior.
- We teach children how to solve problems and how to use conflict resolution strategies.
- We positively reinforce our expectations.
- We use restorative practices to handle conflicts that may arise.

School discipline has two main goals:

1. Ensure the safety of students and staff
2. To create an environment conducive to learning

Ardmore’s staff is familiar with several approaches to student behavior management and discipline. As a focus, the Bellevue School District has adopted the Positive Behavior Interventions and Supports (PBIS) framework to help students understand and have skill in several areas of regulating their own behavior in a social learning atmosphere (school).

At Ardmore Elementary, we expect all students to practice our common behavior expectations. These common expectations help provide a common language for our school community. We expect students to follow these expectations which are explicitly taught, modeled, and reinforced everywhere in the school by all staff (and students).

## **Restorative Practices, Positive Behavior Interventions and Social Emotional Resources we use :**

### **Social Emotional Learning and RULER**

Social and Emotional Learning is a key component of the district’s **Positive and Productive Life** Instructional Initiative. Our Social and Emotional Learning curriculum, called RULER, stands for:

Recognizing  
Understanding  
Labeling  
Expressing,  
Regulating emotion

and

The RULER Approach, which is based on decades of research on emotional intelligence conducted at Yale University, teaches skills to promote effective personal, social, and workplace success. Research shows that building pro-social skills supports academic achievement and increases student engagement, while also reducing bullying, anxiety, and depression among students.

Students and school staff will use the four Anchor Tools to develop their RULER skills:

**Emotional Literacy Charter:** Students create and sign charters to describe how they want to feel in class, what needs to happen to support those feelings and guidelines for handling uncomfortable conflict.

**Mood Meter:** Students learn to use a tool for recognizing and labeling their feelings.

**Meta-Moments:** Students learn strategies for expanding the “space in time” between an emotional trigger and a response.

**Blueprint:** The Blueprint is used to solve problems, conflicts and disagreements, with students and adults considering each other's feelings and perspectives to identify healthy solutions.

The RULER Approach will be built into lessons throughout the school year. All grade levels will begin incorporating age-appropriate lessons and activities starting with the classroom charter.

## **Second Step**

Second Step is a program developed by the Committee for Children to teach students social skills. Bellevue's Social and Emotional Learning Curriculum is based on a framework developed by the Collaborative for Social and Emotional Learning (CASEL). The framework identifies 5 social and emotional competencies that support academic and life success: self-awareness, self-management, social awareness, interpersonal skills, and responsible decision making.

## **Restorative Practices**

Restorative Practices focus on providing all students with **high structure**, which includes clearly communicating expectations and having high accountability for each and every student, while also providing **high support**, which includes listening to and valuing our students, encouraging their voice, fostering relationships, and building upon the strengths of each and every student.

## **Kelso's Choices**

Kelso's Choice effectively teaches young children peace-making skills. It is a proven resource to increase confidence, reduce tattling and is a preliminary tool to prevent bullying. Students are first taught to discriminate between “big” problems that must be shared with an adult, and “small” problems that they can resolve. After mastering this distinction, each of the nine skills are taught to the students. The program encourages students to try two choices from “Kelso's Choice Wheel.” If the “small” problem persists, they are told that adult intervention is warranted. Because terms such as “Ignore” are linguistic in nature, each skill is reduced to distinct operational skills, so young learners understand the meaning and function of each behavior.

Our behavioral expectations are summarized in “The Ardmore 4” shown on the following page.

## **ASPIRE:**



At Ardmore, we also value learning dispositions that foster growth in every student. We want to promote a growth mindset and independence while having fun learning. We are committed to developing students that are ready to take on big world problems and use critical thinking skills to help them along the way. At Ardmore, our learning dispositions are represented in the word ASPIRE. ASPIRE stands for-

**Ask Questions**

**Set Goals**

**Persevere**

**Innovate**

**Reflect**

**Engage**

Every month, teachers recognize students that demonstrate our Ardmore 4 and ASPIRE learning dispositions. These awards will be presented monthly at our PBIS assemblies.



# The Ardmore 4

**Be Respectful**

**Be Responsible**

**Be Safe**

**Be a Learner &**

**ASPIRE**

**A**sk Questions

**S**et Goals

**P**ersevere

**I**nnovate

**R**eflect

**E**ngage

## Playground Expectations to Review with Your Child

<u>Acceptable and Safe Behavior</u>	<u>Unsafe Behavior</u>
<ol style="list-style-type: none"> <li>1. Students will play safely on the playground.               <ol style="list-style-type: none"> <li>a. Throw only appropriate objects (e.g., soft balls or other recess equipment)</li> </ol> </li> <li>2. Students will show respect for students, adults, and property.</li> <li>3. Students will follow directions given by staff.</li> <li>4. Students will stay outside with their classroom unless they have a pass. (1 student per pass)</li> <li>5. Students will stay within the playground boundaries where an adult can always see them.</li> <li>6. Students will show pride in their school by keeping garbage in garbage cans.</li> <li>7. Students will take turns on equipment.               <ol style="list-style-type: none"> <li>a. When others are waiting, count to 30.</li> </ol> </li> <li>8. Students will keep personal belongings, including electronic games, at home.</li> <li>9. Students will keep cell phones off and inside backpacks on school grounds.</li> <li>10. Students will settle differences peacefully – STOP, THINK, PLAN or other strategies taught by teachers.</li> <li>11. When the whistle is blown, students will quickly line up with their class.</li> <li>12. Students will return equipment to the proper place when recess is over.</li> <li>13. Students will play games by common, agreed upon rules.</li> <li>14.</li> </ol>	<ol style="list-style-type: none"> <li>a. No walking up the slide or sliding backwards.</li> <li>b. Students will abstain from aggressive (tackling, pushing, play fighting, etc.) play.</li> <li>c. Students should not engage in activities that could cause harm to self, others, or have a high level of risk (parkour, gymnastics, stunting, etc.).</li> <li>d. No walking on top of monkey bars or hanging upside down.</li> <li>e. When needed, students may be asked to take a break from playground activities or asked to make a different choice if unsafe/hurtful behaviors persist during that activity.</li> </ol>

Remember, recess is a time to have fun, get some fresh air, exercise, and be with your friends! Choose activities and partners that will allow you to have fun safely!

### Behavior Supports

At Ardmore Elementary School, we use positive behavior interventions and support (PBIS) strategies for teaching behavior expectations. In general, we give verbal reminders for minor misbehaviors and move to office referrals or immediate removal for on-going or severe misbehaviors.

As part of the review and problem-solving process for behavior concerns that occur during the school day, your child may be asked to fill out a “Think Sheet.” This “Think Sheet” is a way for the administration/designee and your child to process, problem solve and produce a solution to the on-going behavior. If your child is sent to the office, your child will be asked to think about their difficult situation(s)

and strategize alternative ways for handling conflicts. If the incident is considered a “major” incident, according to district policy, you will receive a phone call and a written community follow up. Some major incidents may constitute a parent meeting with the principal/designee and your child to further problem solve. If your child commits a “minor” incident, the child’s teacher will be in communication with you via email, call or written communication home.

Upon receiving a phone call and written communication, please take time to discuss the incident with your child and to share your ideas and thoughts on how to handle the situation differently in the future.

*Should you have additional questions and/or you require further clarification of a school incident, feel free to contact the Principal/Assistant Principal or office.*

The following is considered **unacceptable behavior** that will result in an office visit and parent notification; and may result in suspension or expulsion or the initiation of a safety plan:

- Harassment, intimidation, or bullying
- Racial Lanugae
- Chronic classroom disruption
- Insubordination
- Physical aggression (hitting, biting, throwing, etc.)
- Theft
- Vandalism

# GENERAL INFORMATION

## Dress Guidelines & Shoes

Ardmore follows the Bellevue School District dress policy (3224). Families should be thoughtful in helping students select appropriate clothes and shoes to wear to school each day. Clothes should be appropriate for the learning environment and weather forecast to ensure student safety. Footwear should be chosen with safety in mind, considering that most students are running around outdoors during recess, climbing on playground equipment, and playing games. Closed shoes are recommended for safety reasons on the playground. Tennis shoes are required for every PE session. Every student will attend PE once a week. Costumes may be worn only on school wide dress up days.

## Items From Home/Class Sharing

Students come to school to learn. Toys, trading cards, electronic games, stuffed animals, money, cell phones, and other personal items of value should remain at home, so they are not misplaced, lost, or broken. If a child wishes to bring a special item (ex. Fidget) to use or share with the class, they must first get permission from the teacher and the student assumes all responsibility for that item.

Please help us by leaving your pets at home when you come to school to volunteer. *Please note that dogs are not allowed on school grounds when children are present.* This is for the health and safety of all students and staff. State law does not allow certain animals to be in schools (some birds, turtles, and others). Therefore, we ask that no animals are brought into the classroom unless you have made prior arrangements with your child's classroom teacher.



Birthday or other party invitations should be distributed outside of school. This ensures there are no hurt feelings by those not invited to a party.

## Classroom/Birthday Treats

Teachers may have specific requests regarding birthday treats and celebrations. Therefore, it is always important to discuss your desire for a birthday celebration with your child's classroom teacher ahead of time. They are the keepers of the knowledge for those who may have allergies, uphold school board nutrition policy and so forth.

- If a birthday is celebrated at school, plan on a short duration (5 minutes).
- If your child's classroom teacher allows birthday treats, healthy and nutritious are encouraged and must follow the procedures of the school district policy for the prevention of anaphylaxis (food & substance allergies). (*See appendix for the Bellevue School District Nutrition Policy: **POLICY 3420 AND PROCEDURE 3420P (ANAPHYLAXIS PREVENTION AND RESPONSE)***)
- There is no refrigeration available for birthday treats at school.
- **Birthday invitations must be emailed/mailed and cannot be handed out at school.**

\*\* A new popular idea for celebrating a child's birthday or special accomplishment is to donate a favorite book to the school library or classroom in the child's name. Kids LOVE this gift! Ask your child's teacher or our librarian, Mrs. Danielson, for title suggestions.

## **Cell Phones and Smartwatches**

Cellphones **AND smartwatches** should NOT be at school. However, some families prefer their child has one for safety reasons. In that case, cellphones/**smartwatches** are to STAY OFF AND IN BACKPACKS during the school day. If student is uncomfortable leaving devices in backpack, talk with teacher about alternative space. Student assumes all responsibility for devices.

## **Emergency Contact Numbers**

Please contact the office promptly with changes in home address, home and work phone, or names and phone numbers of emergency contact persons. This information is vital in the event of an accident, illness, early school closure or other emergency while the child is at school.

## **Ardmore PTSA**

Ardmore Parent Teacher Student Association (PTSA) is a major program facilitator and support resource for Ardmore Elementary students and staff. Some educational programs, financial classroom support, all social activities and all before or after-school programs would not exist without the support of Ardmore PTSA. Membership in Ardmore PTSA shows your support for Ardmore Elementary and our students. You can join Ardmore's PTSA in the front office of the school or check out Ardmore's PTSA website for PTSA events, membership, and additional information at [www.ardmoreelementary.org](http://www.ardmoreelementary.org).

## **Student Placement**

One of the most important responsibilities of the staff each year is to work in teams and assign students to balanced classes for the upcoming school year. Many factors are considered when placing students. Academic strengths, needs, social and emotional characteristics, as well as parental input are thoughtfully considered. Should a parent feel that a child's placement is inappropriate, a request in writing should be made to the principal. Do note that no changes will be made to class placements on the basis of placing friends in the same classroom, unless there are extenuating circumstances to be discussed with the principal.

Teachers do their best to establish a positive learning environment. However, from time to time, a change in class placements of a student or group of students may be needed to adjust imbalances that present after the school year has begun. In such cases, parents will be notified and students will be provided at least 48 hours to transition into their new classroom.

## **Student Progress Reports**

The chief purpose of reporting student progress to parents is to provide the information necessary for a solid working relationship between school and the home in guidance of the student. Parents will be kept informed about the growth and progress of their children in all aspects of the school curriculum, including observed student behaviors in the intellectual, emotional, physical, and social development areas. Written progress reports will be sent during two reporting periods: January and June. These reports will either be sent home with the child, or you may receive them electronically.

## **Homework**

Homework is not required nor provided for students to complete at home. Students may complete assignments they have not completed in class at home, but they will have ample time to complete assignments at school. Teachers may offer home learning activities to extend their learning, practice valuable skills, and participate in family-team efforts. Contact your student's teacher for home learning resources.

## **Library**

The library is open to students during the school day. Classes in grades PK-4 visit the library each week to meet with the librarian, listen to stories, engage in research projects, and check out books. Students in fifth grade visit the library as needed for book borrowing and research. Checking out library books for home use is encouraged. Please help students become responsible for returning library books on time. Be mindful of the books your child brings home so that they may be returned when due for use by others. Parent volunteers are welcome and needed to help shelve and repair library books. Contact our librarian to offer your assistance. She can be contacted by email at [danielsonj@bsd405.org](mailto:danielsonj@bsd405.org) or at 425-456-4700.

## **Lost And Found**

Articles of clothing left on the playground, on school premises, are brought to our lost and found area near the cafeteria. Three times a year (winter break, spring break, and again in June), items from Lost & Found will be donated to charity, so please claim missing items promptly. Please label all lunch boxes, coats, etc., with the student's name.

## **Lunch Program**

*(Please see Bellevue School District Nutrition Policy 8400 for the full text).*

Lunch menus are available on the district website.

## **Snack**

Many students choose to bring a snack from home to eat mid-morning or afternoon, depending on the teacher's snack practice.

*\*Candy, gum, and soda should not be brought to school for snacks or lunch. No gum at school across grade levels. Except for teacher supervised reward time.*

Classroom snacks should follow district policy and procedures (**POLICY 3420 AND PROCEDURE 3420P (ANAPHYLAXIS PREVENTION AND RESPONSE)**). Classroom teachers may also ask families to contribute to class snack options to be shared with students daily.

## **Parent Volunteers**

Ardmore continues to need volunteers to help provide quality educational and enrichment activities for its students. If you have one hour per month, one hour per week, or several each week, whether at home or at school, contact your child's teacher; Chigusa Shimizu, our Volunteer Contact at Ardmore (425-456-4700); or one of the PTSA officers. Every contribution, big or small, makes a difference in our children's education and is vital to the success of our school.

Some of the areas of need are classroom assistant or room parent (helping the teacher in a variety of ways), library assistant (shelving and repairing books, helping students at check-out times), computer work with students, field trips, fund-raisers, school programs and assemblies, or helping in the office with copying, collating, and clerical tasks.

**Important:** Parents and Legal (court appointed) Guardians choose this form for classroom support, general school support, and school DAY field trips. Also connect with your child's/children's teacher or school office. Please use the same email address you use for BSD school correspondence when submitting your volunteer application.

## **Visitor Badges**

In keeping with state laws, Bellevue School District policy, and as a safety measure, we require that all visitors and volunteers be fully vaccinated and sign in at the office when arriving at the school. If you come to volunteer, bring something to your child or meet with a teacher during the school day, stop by the office and sign in before going to a classroom. We will ask you to wear a badge identifying you as a visitor or volunteer. If you are not wearing a badge, a staff member will direct you to the office to get one.

## **Photographs and/or Videotapes**

Photographing and videotaping of students at school are not allowed without permission from the parent/guardian. Occasionally, your student might be included on videotapes and/or in photographs used for appropriate district-authorized purposes outside the district. Permission forms have been sent home and are available in the office for you to sign only if you do not want your child included in these videotapes or photographs. Examples of uses are:

- Show the Bellevue community what we do in our school
- Use for broadcast media and newspaper articles
- Included in the Annual School Performance Report
- Bellevue Schools Foundation programs
- Televising through the City of Bellevue Cable TV station
- Make presentations to other audiences at workshops
- Other appropriate district-authorized purposes

## **Money, Valuables And Classroom Sharing**

Students come to school to learn and therefore should leave any items which may distract learning at home. Toys, trading cards, electronic games, stuffed animals, money, and other personal items of value need to remain at home, so they are not misplaced, lost, or broken. If a child wishes to bring a special item to share with the class, he or she must first get permission from the teacher.

## **Emergency Information**

Emergency contact information is maintained in the student information system – ParentVue- you can update this information at any time through the online system at [Online Student Data Verification](#), please promptly update any changes. This information will be used when your child is sick or if there is an emergency at school. We will first call the parents/guardians listed at their home/work numbers. If we are unable to reach them directly, we will leave a message whenever possible and proceed down the emergency contact list in the order given. We often face the dilemma of not being able to contact anyone because the phone numbers have changed, we would appreciate your listing as many alternative emergency contacts as possible.

## **Emergency Plan**

In the event of an emergency, we have an emergency/disaster plan. Students and staff are instructed on emergency procedures. We practice monthly safety drills such as fire, earthquake, and lockdown drills. We have an emergency supply storage room on campus that contains supplies to provide food, water, and shelter for the students and staff. We also have several staff trained in First Aid and CPR. In the event of an emergency, our power may be lost, and we may not be able to contact you. For that reason, it is even more essential for you to keep your emergency contacts up to date with multiple contacts on this list.



During an emergency, your child will only be released to their parent/guardian or those you have designated through the emergency contact information on the Online Student Data System - ParentVue. Also, during an emergency, if you come to the school site, the most secure and safe way to get your student is to check them out at the checkout station – this is where you will find the quickest information and action to get to your child. Please be sure to update emergency dismissal information online to help expedite the process for everyone’s benefit.

## BELLEVUE SCHOOL DISTRICT POLICIES AND PROCEDURES

What follows are summaries from Bellevue School District (BSD) policies and procedures of policies where publication/notification is either required or encouraged. Complete policies and procedures can be found in the BSD [digital policy and procedure manual](#) found on the District website. The title of each policy and procedure is hyperlinked to the specific policy and procedure.

### Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

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

#### What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

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

#### How can I make a report or complaint about HIB?

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

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Nancy Pham, [phamn@bsd405.org](mailto:phamn@bsd405.org) or 425-456-4040) that supports prevention and response to HIB.

#### What happens after I make a report about HIB?

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

Also, the school must take actions to ensure that those who report HIB do not experience retaliation.

### What is the investigation process?

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

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

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

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

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

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

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

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

*For more information about the HIB complaint process, including important timelines, please see the District’s [HIB webpage](#) and the district’s [HIB Policy 3207](#) and [Procedure 3207P](#).*

## **Our School Stands Against Discrimination**

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

### What is discriminatory harassment?

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

*For more information, review the District’s Nondiscrimination [Policy 3210](#) and [Procedure 3210P](#)*

### What is sexual harassment?

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

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

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

*For more information, review the district's Sexual Harassment [Policy 3205](#) and [Procedure 3205P](#)*

**What should my school do about discriminatory and sexual harassment?**

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

**What can I do if I am concerned about discrimination or harassment?**

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

Concerns about discrimination:

Civil Rights Coordinator:

Nancy Pham

Civil Rights and HIB Compliance Officer

[phamn@bsd405.org](mailto:phamn@bsd405.org)

425-456-4040

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Jeff Lowell

Director of Athletics and Activities

[lowellj@bsd405.org](mailto:lowellj@bsd405.org)

425-456-4010

Concerns about disability discrimination:

Section 504 Coordinator:

Karen Dejong

Section 504 Coordinator

[dejongk@bsd405.org](mailto:dejongk@bsd405.org)

425-456-4144

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Nancy Pham

Civil Rights and HIB Compliance Officer

[phamn@bsd405.org](mailto:phamn@bsd405.org)

425-456-4040

Mailing address for all Compliance Coordinators: 12111 NE 1st Street, Bellevue, WA 98005.

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

#### What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

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

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

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

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

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

Harassment, intimidation, or bullying (HIB) can also be discrimination if it is related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to **fully resolve your complaint**.

#### Who else can help with HIB or Discrimination Concerns?

##### **Office of Superintendent of Public Instruction (OSPI)**

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

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

- Website: [ospi.k12.wa.us/student-success/health-safety/school-safety-center](http://ospi.k12.wa.us/student-success/health-safety/school-safety-center)
- Email: [schoolsafety@k12.wa.us](mailto:schoolsafety@k12.wa.us)
- Phone: 360-725-6068

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

- Website: [ospi.k12.wa.us/policy-funding/equity-and-civil-rights](http://ospi.k12.wa.us/policy-funding/equity-and-civil-rights)
- Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)
- Phone: 360-725-6162

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

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

- Website: [www.oeo.wa.gov](http://www.oeo.wa.gov)
- Email: [oeoinfo@gov.wa.gov](mailto:oeoinfo@gov.wa.gov)
- Phone: 1-866-297-2597

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

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

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: [orc@ed.gov](mailto:orc@ed.gov)
- Phone: 800-421-3481

## Our School is Gender-Inclusive

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

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

*For more information, review the district’s Gender-Inclusive Schools [Policy 3211](#) and Procedure [3211P](#)*

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Nancy Pham  
Civil Rights and HIB Compliance Officer  
[phamn@bsd405.org](mailto:phamn@bsd405.org)  
425-456-4040

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 4.

## Online Reporting Option

*The Bellevue School District makes available Vector Alert, which is a tip reporting system that allows students, staff, and parents to report discrimination or harassment and submit safety concerns to our administration four different ways: text, email, phone, and website using [Vector Alert](#).*

## Students Conduct/Discipline ([Policy 3241](#) and [Procedure 3241P](#))

The District is committed to ensuring a safe and productive learning environment in which students are provided with every opportunity to learn. To ensure that each and every student has equitable access to educational services and that student behavior does not result in a loss in educational services, the District has eliminated short-term suspensions and provides access to educational services during long-term suspensions and emergency removals. The District is also committed to reducing the disproportional impact of out-of-school suspensions and expulsions on any identifiable group of students including those with disabilities. The District will achieve its commitments by the application of positive behavior supports and principles, while recognizing that there will be times when the application of corrective action is necessary.

Other important information stated in each procedure (linked above):

1. [List of Behavioral Violations](#)
2. Requirements of the School for determining and implementing corrective action, including **Classroom Exclusions, In-School Suspension, Long-Term Suspensions, Expulsions, Emergency Removals, and Reengagement**
3. Parent and Student Grievance/Appeal Rights and Process/Timelines

### **Student Attendance (Policy 3122 and Procedure 3122P)**

The Bellevue School District believes that regular school attendance and engagement is essential to student success. Students are expected to attend all assigned classes each day. Students at times may appropriately be absent from class. In the full policy and procedure, linked above, you will find more information about:

1. How to report an absence
2. Definitions of an absence for in-person, synchronous, and asynchronous learning
3. Absences deemed excusable under Washington state law
4. Districts duties upon chronic absenteeism and unexcused absences

### **Complaints Concerning Staff or Programs (Policy 4220 and Procedure 4220P)**

The District's complaints process is based upon the principle that most issues can and should be resolved at the level the decisions were made. Every effort shall be to resolve concerns and complaints through informal communication. If informal resolution attempts fail to provide an acceptable outcome for the student, the formal complaint process is available. The district is committed to resolving concerns and complaints about school and district programs, policies, procedures, actions, and decisions of employees in an effective, efficient, and timely manner by initiating the complaint with the person(s) responsible for the program, event, action, or decision.

When addressing informal complaints, the involved parties should:

- A. Begin the conversation with the acknowledgement that each is operating with the best of intentions.
- B. Work collaboratively to understand the other's point of view.
- C. Work to resolve the concern through conversation before initiating a formal complaint.

When a complaint has not been resolved through informal attempts at resolution, the complainant may initiate a formal complaint, in writing within thirty (30) calendar days of the attempt at informal resolution. Any informal complaint not resolved at the school level is directed to the Office of School Support and must include:

- A. Detailed statement of the complaint
- B. Steps taken to address the complaint
- C. Suggested resolution(s) to be considered

The Office of School Support will assign a person responsible to meet with the complainant for understanding the complaint and what resolution(s) has already been considered. This person will provide a written decision addressing the complaint within ten (10) calendar days upon receipt of the complaint. Resolution decisions are final except for appeals to the Superintendent of Public Instruction, other agencies, or the courts, as provided by law.

# HELPING YOUR CHILDREN AT HOME

## **Parent Help for Students**

Parents often ask, "What can I do at home to help my child learn?" The following list will help your child be more successful in school:

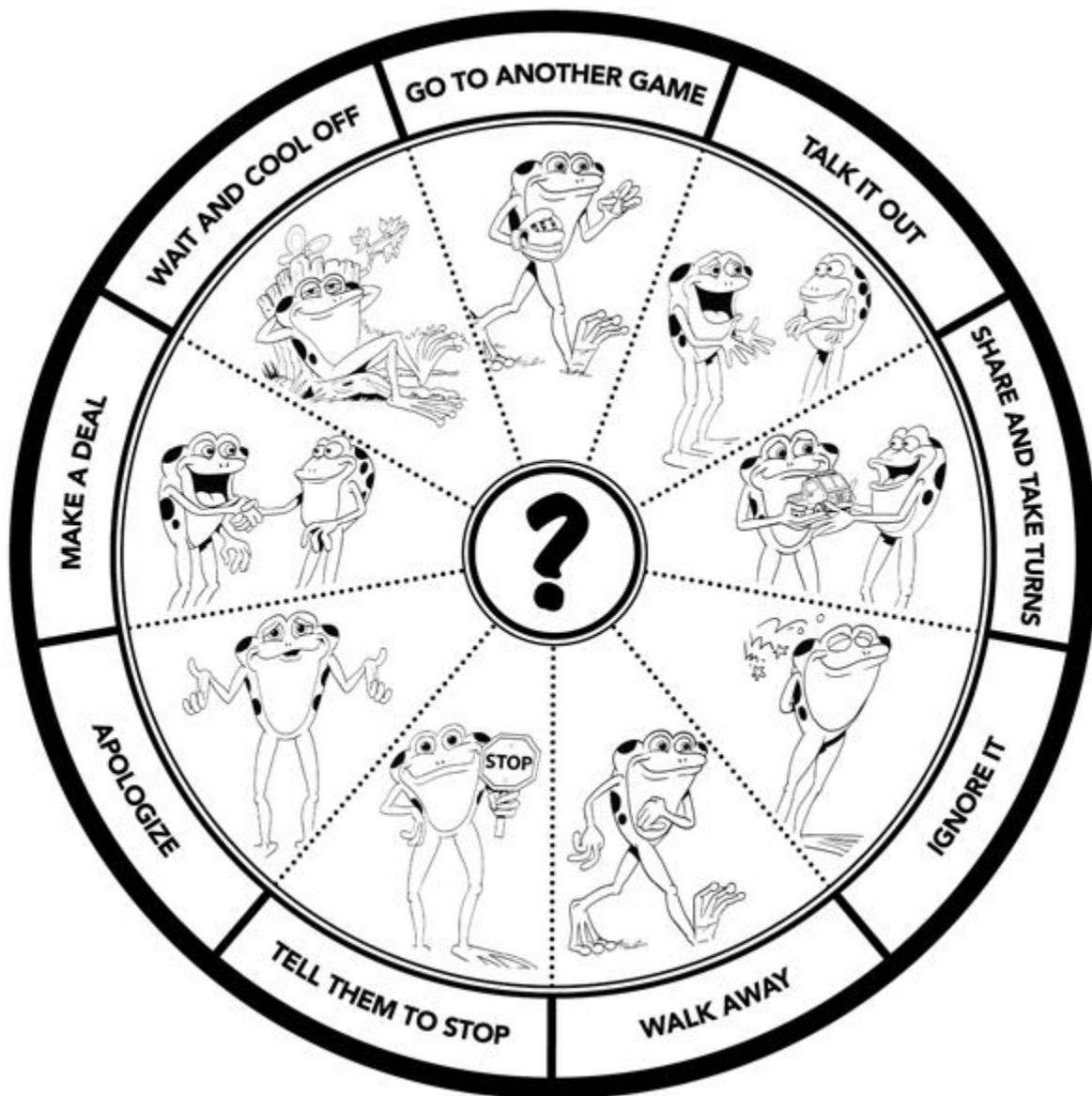
- Talk with your child about school; what is easy and what is hard for them.
- Read to your child and/or have them read to you every day for 20 minutes. Reading can be done in a language other than English. It is the reading that is important, not just English.
- Ask your child to explain his or her thinking when talking.
- Ask lots of "why" questions.
- Have your child write every day.
- Play games that involve problem solving.
- Practice basic math facts in addition, subtraction and multiplication and division.
- Practice spelling and vocabulary words.

**Positive Behavior Intervention Resources / Social Emotional resources:**

**Kelso's choice : To support your child in reflection around problem resolution an conflict  
Kelso's Choice wheel**

**Kelso the frog teaches students how to solve "small" problems on their own. "Small" problems include conflicts that cause "small" feelings of annoyance, embarrassment, boredom, etc. "BIG problems" always need to be taken to an adult. These are situations that are scary, dangerous, illegal, etc.**





Kelso has nine choices to solve “small problems.” These are illustrated in the Kelso’s Choice Wheel. They include:

- Go to another game
- Talk it out
- Share and take turns
- Ignore it
- Walk away
- Tell them to stop
- Apologize
- Make a deal
- Wait and cool off

When a child comes to you to solve their “small problem,” tell them to try one to two of Kelso’s Choices first. If that doesn’t work, then an adult can intervene. Make sure your kids know to ask an adult for help in the event of a “BIG problem.”

Mood Meter : For for increasing self awareness and emotional regulation:  
[https://www.rulerapproach.org/wp-content/uploads/2020/07/MoodMeter\\_FC.pdf](https://www.rulerapproach.org/wp-content/uploads/2020/07/MoodMeter_FC.pdf)

# The Mood Meter

How are you feeling?

