



HANDBOOK
for
Families, Students and Staff
2025-26

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QUICK REFERENCE

Principal

Lauren Porto

Assistant Principal

Alana Haider

Admin Secretary

Karen Ferraro

Office Assistant

Tracy Bitnes

School Hours

7:55 am – 2:25 pm Mon-Tues, Thurs-Fri

7:55 am – 1:10 pm Wed

Office Hours

7:00 am – 3:15 pm

Address

Arbor Heights Elementary

3701 SW 104th Street

Seattle, WA 98146

Phone

Main line 206-252-9250

Attendance 206-252-9252

Website

arborheightses.seattleschools.org

PTSA

<https://arborheightses.seattleschools.org/get-involved/ptsa/>

MISSION & VISION

Our Mission

At Arbor Heights, we foster an inclusive learning environment where students feel valued, connected, and empowered to become lifelong learners.

Our Vision

Arbor Heights, a Pre-K through 5th grade school, will provide high quality education that inspires and challenges every student through innovative teaching practices, a supportive community, and a commitment to excellence, equity and continuous improvement.

Behavioral Expectation & Philosophy

At Arbor Heights Elementary, we are committed to developing the potential of all students to become lifelong learners who will enhance the world as responsible and caring citizens. Our mission is to provide an environment where students will acquire the knowledge, skills, and personal confidence they need to be successful. We believe that:

- People who are honored, valued, and respected *learn* to honor, value, and respect others.
- When students are responsible for their learning and behavior, they will feel successful.
- Staff, teachers, and parents must help children be accountable and responsible for their learning at home and school.

Behavior & Discipline

To provide a positive learning environment at Arbor Heights, we will teach to and work with all students to implement elevated expectations. We believe that student conduct is optimized within an atmosphere of mutual respect, and any behavior that undermines this respect cannot be allowed. Teachers, administrators, and staff will not tolerate behavior that interferes with or is detrimental to the orderly operation of the school and school-sponsored activities. Such behavior will be subject to discipline, including suspension or expulsion. Every effort will be made to achieve a positive school climate where the needs of all individuals are recognized, and where kindness, courtesy, and respect for one another prevail. Each classroom teacher will work with their students to develop classroom rules, consequences/rewards, and lessons on school behavior. Your child's safety is of critical importance to the entire staff. Aggressive behavior will not be tolerated, and there will be consequences for fighting, injuring, or threatening another child. Consequences include students working in an alternate location (in building), parent-student-social worker conference, restitution/school service, and short-term suspension.

Bullying & Violence

Arbor Heights Elementary has zero tolerance of any acts of violence. Fighting or physical contact of any kind is prohibited at school and at school-sponsored activities. Any student initiating acts of violence will be suspended (in-house or out of school). The use of abusive language, especially when used to escalate or inflame a situation, is considered verbal harassment. Harassment, threatening statements, intimidation, and verbal abuse, i.e., name calling, ethnic or racial slurs, sexual harassment, or any derogatory statements addressed publicly to others) are not allowed. Violation will result in a referral to the principal or principal's designee. Overt acts of prejudice or harassment related to a person's race, color, ancestry, national origin, religion, gender or gender expression, familial make-up, sexual orientation, culture, ethnicity, or mental, physical, or sensory handicap will result in immediate consequences, which may include suspension from school.

Dangerous Weapons

- Possessing, using, transferring, or transporting any object that could be considered a firearm or dangerous weapon is prohibited.
- Possessing any exploding item or device capable of producing bodily harm, property damage, or disruption of the educational process is prohibited. If this rule is violated, emergency expulsion will be immediately enacted for the safety and welfare of the entire school community. By law, we are required to notify the local law enforcement agency of a violation of this rule and expel any student in possession of a firearm (RCW 28A.600.420).

Human Dignity

Recognizing and valuing that we are a diverse community, it is part of our mission to provide a positive, harmonious environment in which diversity is expected and encouraged. A major aim of SPS is the development of a commitment to the core values of a democratic society. In accordance, the district strongly emphasizes a core value of mutual human respect for each person regardless of individual differences or characteristics. Examples of differences include race, gender, age, disability, physical condition, sexual orientation, ethnic group, or religion. We expect to see these values upheld daily in the behaviors of students, staff, and volunteers.

GENERAL RULES

Inside

- Walk quietly.
- Remain in supervised areas.
- Obtain a pass from your teacher when leaving the classroom.
- Be kind, share, and respect others.

Outside

During recess and before school, students are supervised by staff who are there to be observant and promote respectable, friendly, and safe behaviors. Playground supervision begins at 7:35 a.m.

- Always play in an area where you can be seen. If you cannot see a recess monitor, they cannot see you!
- Play only within the fenced playground. It is the only place to play with supervision.
- Off-Limits: Students are not to wait outside at the front of the school, the parking lots, the hill and wooded areas behind the track, or dumpster areas.
- Keep your hands to yourself. Play at school must be comfortable for each participant.
- Remain outside the school building on the playground before the start of school unless eating breakfast. Safety Patrol may enter at 7:30 through the playground doors and go directly to the gym.
- Remain on the playground unless you receive permission from the playground supervisor.
- Leave wood chips, rocks, and sticks on the ground.
- Go **down** the slide, on your seat, feet first only.
- Use school and playground equipment as designed, which will help prevent accidents – plus, the equipment will last longer.
- Be kind, share, and respect others. *Remember, S.O.A.R. behavior always!*

SCHOOL POLICIES

Attendance

The WA State Compulsory School Attendance law (28A.225 RCW) has strict expectations for student attendance, requiring all children to attend all classes every day (180 days of instruction per academic year). Students absent from school may have difficulty keeping up with classroom instruction, as they miss essential instruction for understanding key concepts and may quickly fall behind in assignments.

Arrival

Arrival begins at **7:35** a.m. when adult supervision is available. For everyone's safety, please wait until 7:35 to drop off your child. **Students who are dropped off earlier than 7:35 will not have access to the school, which is always locked, and must wait outside with their parent/guardian.** At 7:35, students may enter the playground through one of the back gates or be buzzed through the front door where they will be directed straight back to the cafeteria or playground. The first bell rings at 7:50 and all students will move to their designated class lineup spot on the playground. Teachers will escort their classes into the building when the second bell rings at 7:55 and all gates will be locked.

Tardies

if students arrive after the 7:55 tardy bell, a parent or guardian will need to come to the front office to sign them in. This helps ensure students are supervised once the front doors are closed and allows your child to head straight to class without waiting in line

Absences

Reporting daily absences and change of dismissal is required to excuse any absence. Change of dismissal must be communicated by 1:30 pm either by phone or by email.

Attendance Line: 206-252-9252 • email: arborheights.attendance@seattleschools.org

Excused Absences

Unplanned absences are **excused** when your child's own illness or injury, or an illness, injury, or death of a family member, prevents your child from attending school. Parents are expected to make every effort to schedule medical appointments outside school hours. The school may require a note from your child's doctor before excusing absences if your child is absent due to illness or injury for more than 10 days.

Planned absences may be excused when you submit a request to the office at least 3 school days before the start of the absence, usually for a medical appointment, or religious or other special one-time events. Long-term absences may affect whether your child can be promoted to the next grade level. Absences for longer than 20 consecutive school days result in your child being dropped from school enrollment. Absences due to short-term discipline of your child are excused on District attendance records unless your child is under court order to attend school without additional truancies or behavior problems.

Unexcused Absences

All other absences are considered **unexcused**, including absences due to the student or parent oversleeping, missing the bus, transportation problems, student needed for babysitting or translating for parents, student job requirements, etc. Absences by long-term suspended and expelled students for whom space is available in the reentry program, but who do not enroll and attend, are unexcused.

Dismissal

Dismissal is at 2:25 p.m. every day except for early-release Wednesdays at 1:10 p.m. Each grade level will designate a teacher or staff member to escort grade-level students to various dismissal areas.

Medications

If your child needs to take any medication during the school day, it must be brought to the school office by you or a designated adult. This requirement includes anything from cough drops to Tylenol to prescription medications and antibiotics. ALL MEDICATIONS are required to have a doctor's prescription (for the child taking the medication) and kept in the nurse's office labeled with the student's name and complete directions for administering.

Authorization to Administer Medication at School:

<https://www.seattleschools.org/wp-content/uploads/2021/07/English-Authorization-to-Administer-Medication-at-School.pdf>

Life-Threatening Health Conditions

Washington State law requires that when there is a student with a known life-threatening health condition, schools must be prepared for a life-threatening event on the day the student starts school. Please complete the appropriate medication authorization for your student's health condition. Bring needed medication(s) to the school before your child's first day of attendance. Contact your school nurse to create/update your child's health plan. For all life-threatening conditions, medication is REQUIRED to be at school by Washington State Law. If it is not provided your student will be excluded from school until we have the medication.

Food Allergy Assessment form

<https://www.seattleschools.org/wp-content/uploads/2023/08/Food-Allergy-Assessment-Form-ADA-English.pdf>

Severe Allergy/Anaphylaxis Medication Authorization and Health History:

<https://www.seattleschools.org/wp-content/uploads/2023/08/Severe-Allergy-Anaphylaxis-Medication-Order-ADA-English.pdf>

If you want to provide Benadryl for your student's food allergy, please use this medication authorization form: <https://www.seattleschools.org/wp-content/uploads/2021/07/English-Authorization-to-Administer-Medication-at-School.pdf>

If you provide Benadryl for your student's food allergy and they also have an EpiPen, please know that in an emergency (if your student is exhibiting any symptoms of allergic reaction, no matter if they are mild or moderate symptoms) and the nurse is not at school, the EpiPen will be given and 911 will be called. Only the school nurse can give Benadryl when a student exhibits mild/moderate symptoms of allergic reaction.

Asthma Assessment Form

<https://www.seattleschools.org/wp-content/uploads/2023/08/Asthma-Assessment-Form-for-School-ADA-English.pdf>

Asthma Medication Authorization and Health History

<https://www.seattleschools.org/wp-content/uploads/2023/08/Asthma-Medication-Order-and-Health-History-ADA-English.pdf>

SPS Respiratory Illness Response page

<https://www.seattleschools.org/resources/covid-19-health-and-safety/>

Diabetes Assessment form

<https://www.seattleschools.org/wp-content/uploads/2023/08/Diabetes-Assesment-Form-ADA-English.pdf>

Diabetes Medication Authorization

For students with diabetes who are being treated at Seattle Children's Hospital, we ask that you have your student's endocrinologist send the school nurse the Standards of Care for Diabetes Management in the School Setting. This will act as your student's medication authorization.

If your student is seen at another hospital for treatment, please contact the school nurse.

Seizure Assessment Checklist

<https://www.seattleschools.org/wp-content/uploads/2023/08/Seizure-Assessment-Checklist-ADA-English.pdf>

Seizure Medication Authorization

For students with seizure disorders who are treated at Seattle Children's Hospital, we ask that you have your student's neurologist send the school nurse the Seizure Management Care Plan. This will act as your student's medication authorization. If your student is seen at another hospital for treatment, please contact the school nurse.

Immunizations

Students are required by state law to be vaccinated. If your student's immunizations are out of date your student will be excluded from school.

Immunization Exemptions:

- Medical exemption requires a physician's signature
- Personal/religious exemption requires parent/guardian signature
- Parent-reported history of chickenpox (varicella) disease is an acceptable means of meeting the varicella requirement.

Certificate of Exemption Form:

<https://www.doh.wa.gov/CommunityandEnvironment/Schools/Immunization#exempt>

Head Injury

In the event of a head injury, the office will call home to notify the parents of the injury. A head injury incident form will also be sent home if the injury requires the student to go home or to the doctor. The original will be sent home with the student, and a copy filed in student's file.

*NOTE: It is imperative that we have parent/guardian emergency phone number(s) and the name and phone number of the student's family doctor on file at school.

Illness or Injury

In the case of illness or injury, the school nurse or a member of the school staff will temporarily care for your child. School personnel will only render basic first aid treatment. If emergency medical treatment is necessary, the parents/guardians will be contacted. If parents/guardians are not available, 9-1-1 will be called, and your child will be taken to the emergency room at the hospital. However, unless the situation is life-threatening, the hospital will not attend to the child unless they can contact the parent/guardian. If your student presents with fever, vomiting or diarrhea the school nurse will call the parent/guardian to send student home. They cannot return to school for 24 hours after their last episode of fever, vomiting or diarrhea.

Is my child too sick to go to school? <https://www.seattleschools.org/wp-content/uploads/2021/07/Is-My-Child-Too-Sick-to-Go-To-School-English.pdf>

Emergency Drills

In the event of either a natural disaster or human-caused incident, it is the responsibility of the district, and individual schools/sites to provide the emergency organization and resources to minimize student, staff, and school community loss of life, protect school district property, continue essential functions, and return to the business of education in a timely manner. [Policy 3432](#) directs all schools to develop a comprehensive all hazard emergency management plan. Arbor Heights updates and submits our School Site Emergency Management Plan document to the District's Safety and Security Office each fall. This includes plans for student/family reunification, a listing of staff assignments and responsibilities during an emergency, location of disaster supplies, verification of principal's completion of FEMA training, and more. All schools are required to comply with emergency drill requirements per RCW 28A.320.125 which include one emergency drill per month that school is in session.

Emergency Drills Include:

- Shelter-in-Place
- Lockdown
- Evacuation
- Earthquake
- Reverse Evacuation

For more information: <https://www.seattleschools.org/departments/safety-security/faq/>
[Visit the Washington State Legislature website for info about RCW 28A.320.125.](#)

GENERAL INFORMATION

Valuables

Common sense and consideration are the best guides in determining whether to bring personal possessions to school. Students are not to bring toys, trading cards, skateboards, potentially dangerous objects, technology (like digital gaming devices), money, or unusual items to school unless they are intended for a specific purpose. Students must receive special permission from their teacher before bringing any toys or other items to school. All unauthorized and/or dangerous items will be confiscated and returned only to a parent/guardian coming to school to claim the item. School administrators and staff cannot be responsible for items that are lost, stolen, broken, or given away.

Lost & Found

We keep a Lost & Found clothing rack between the front office and the cafeteria. When students are missing something, we recommend they first check in their classroom and the Lost & Found area. For smaller items of apparent value like keys and jewelry, please check with the school secretary. We keep a special drawer for small Lost & Found items. It is important that parents/guardians **label all children's belongings** (backpacks, lunchboxes, caps, coats, boots, mittens, etc.). It will save money and avoid the frustration of lost belongings. We donate Lost & Found to a charitable organization or a local "Buddy" school on a regular basis. Lost & Found cleanout dates are listed on the school website and in communications sent from the office to all families.

Student Personal Electronic Devices (PEDs)

Seattle School Board Policy 2022: PEDs including mobile phones, music players, cameras, video games, and other small electronic devices which are not supplied by the district or school are the sole responsibility of the student. Seattle Public Schools is not responsible for support, maintenance, damage or loss of any personal devices used in or on district facilities. **Use of personal electronic devices during school hours is prohibited in all K-8 schools.** Students having an IEP, 504 Plan or Individual Health Care Plan (IHP) that includes specific accommodations for assistive technology may use a PED during the school day following the process outlined in the student's IEP, 504 Plan or IHP. Students shall not be required to own or use a non-district supplied PED for any lessons or instruction. Detailed guidance on PEDs shall be provided in Superintendent Procedure Board Policy No. 2022 Page 3 of 3 The District acknowledges the need for digital and online policies that are dynamic and responsive to diverse community standards and student learning outcomes. The District shall annually review its policies and procedures on electronic resources, Internet safety, digital citizenship, and media literacy. The District authorizes the Superintendent to develop further procedures and guidelines.

Visitors/Volunteers

All visitors must report directly to the school office, sign in, and obtain a visitor badge. Enter through the glass vestibule only at the front or preschool doors. **After 7:55, all doors are locked** and require entry with a scan badge or by pushing the call button located at the front door only. Any person wishing to volunteer at school must complete a Volunteer Application & Interest Form.

<https://www.seattleschools.org/departments/volunteer/volunteer-application-process/>

Birthday Celebrations

Classroom treats/birthday celebrations need teacher approval; please notify teacher 24 hours in advance. With teacher approval, snacks will be given to students at a designated, non-instructional time of the day. *Due to allergies, some snacks may be denied.* Please check with your child's teacher.

Animals at School

The Seattle School district prohibits pets on the school grounds during school hours unless specific permission has been granted by a district supervisor. You may not bring your pet onto the playground to drop off or pick up your child. If you are waiting with a pet on the sidewalk, please be mindful that there are likely to be many exuberant children passing by. If your child is allergic to animals, please notify the teacher.

Dress Code Policy

It is the policy of the Seattle School Board that the student and their parent/guardian hold the primary responsibility in determining the student's personal attire, hairstyle, jewelry, and personal items like backpacks and book bags. Schools are responsible for assuring that student attire, hairstyle, jewelry, and personal items do not interfere with the health or safety of any student and do not contribute to a hostile or intimidating environment for any student.

Core Values

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

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

Universal Dress Code

Students must wear:

- Top (shirt, blouse, sweater, sweatshirt, tank, etc.)
- Bottom (pants, shorts, skirt, dress, etc.)
- Footwear
- Proper outerwear for cold and/or wet weather

This policy permits additional student attire requirements when necessary to ensure safety in certain academic settings (e.g., physical activity, science or CTE courses). Also, this policy allows for reasonable variation in required student attire for participation in activities like swimming or gymnastics. Students may not wear clothing, jewelry, or personal items that:

- Are pornographic, contain threats, or that promote illegal or violent conduct such as the unlawful use of weapons, drugs, alcohol, tobacco, or drug paraphernalia
- Demonstrate hate group association/affiliation and/or use hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or other protected groups
- Intentionally show private parts (nipples, genitals, buttocks). Clothing must cover private parts in opaque (not able to be seen through) material
- Cover the student's face to the extent that the student is not identifiable (except clothing/headgear worn for a religious or medical purpose), or
- Demonstrate gang association/affiliation

Attire worn in observance of a student's religion is not subject to this policy. This policy permits schools with a uniform policy to continue having a uniform policy if it is gender neutral and inclusive of attire worn for a religious reason. Tip: Please label your child's sweaters, sweatshirts, and jackets with their name!

Enforcement

Principals ensure that all staff are aware of and understand this policy's guidelines. Staff will make reasonable efforts to avoid dress-coding students in front of other students. Students shall not be disciplined or removed from class as a consequence for wearing attire in violation of this policy unless the attire creates a substantial disruption to the educational environment, poses a hazard to the health or safety of others, or factors into a student behavior rule violation such as malicious harassment or the prohibition on harassment, intimidation, and bullying. Further, no student shall be referred to as "a distraction" due to their appearance or attire. Typical consequences for a violation of this policy include parent/guardian contact or conference and the directive to cover, change, or remove the non-complying attire. A student may be instructed to leave their classroom briefly to change clothes. The principal or designee should notify a student's parent/guardian of the school's response to violations of the student dress policy. The Superintendent or their designee is authorized to develop procedures to implement this policy, if needed.

Meal Service

Our kitchen serves a hot lunch and breakfast daily. Free or reduced (FRL) price breakfasts and lunches are available for those who qualify. FRL Application forms are available on the Seattle Public Schools website. nutritionservices@seattleschools.org or call Jodi Thomas at 206-252-0682. The number of qualifying students in a school determines some funding for Arbor Heights' students. Even if you do not utilize the program, we appreciate you filling out and sending in the form if you qualify or think you may qualify. These forms are also available in the school office and lunchroom. To make sure your account accurately reflects appropriate charges, it is important to send in your FRL application in a timely manner. You may pay for meals with a check (made payable to "Nutrition Services") or by using the new SchoolPay program 888.88.MYPAY (69729). Please enclose your check in an envelope and write on the outside of the envelope your child's name and teacher and "Lunch Money". The envelope can be dropped off at the front office or sent to school with your child. Any money sent with your child will be taken to the office and delivered to our Cafeteria Manager.

Breakfast	Free/Reduced-rate breakfast:	Lunch	Free/Reduced Rate lunch	Adult Lunch	½ Pint of milk
\$2.25	No charge	\$3.25	No charge	\$6.50	75 cents

Forgotten Lunches

No student should go without lunch. If a child forgets to bring lunch, they should notify their teacher or member of the school staff. If a child has money in their account, they can buy lunch. If not, they will still receive a school lunch and be asked to send payment the following day. We recommend that even if a child typically brings lunch from home, they keep a minimum amount of money in their account. If forgetting lunch becomes a pattern, the school's administration will be notified and the parents contacted. If you are bringing in a lunch for your child, please bring the lunch with name clearly marked to the school office by 10 a.m. and a member of our school staff will ensure that your child receives it.

Reaching Your Child During the Day

In case of an emergency, parents should call the main school office (206-252-9250). The office will take messages and make every effort to locate the student. Students may not use cell phones or smart watches during the school day. It is important that we minimize classroom disruptions, so please do not call your child's classroom teacher's direct line.

Providing School with Contact Information

Seattle Public Schools provides us with the contact information for each student enrolled at our school. For new students, the contact information is the information you provide at the time of SPS enrollment. This information is stored in PowerSchool, the SPS student database.

Updating Contact Information

It is essential that you notify the office of any changes in your home, cell or work numbers, address, or emergency contact information. If you have a change to your Emergency Contact Information, call the office at (206) 252-9250. Alternatively, you may stop by the school office to speak with our Administrative Secretary or Office Assistant. ***If there is a custody issue or restraining order, a certified copy of the order must be on file in the office.***

Emergency Communications

In an extreme emergency, the school or SPS will deliver recorded telephone messages to all current parents, faculty, and staff members simultaneously via School Messenger. The system pulls contact information for families directly from the school's database. Please contact the school office with updates to your contact information.

Weather Delays and Closings

In the event of inclement weather, parents can obtain information about school closings and delays by checking the following:

- Local TV and radio stations
- The district website www.seattleschools.org
- An automated phone call from SPS

The decision to delay or close school is usually made by 5:30 a.m. with information posted shortly after. If Seattle Public Schools are open and operating on a regular schedule, no special announcement will be made; all students should report to school at the usual time.

ACADEMICS

Science • Classroom teachers provide science instruction in the classroom using the Amplify Science curriculum, which follows the Next Generation Science Standards (NGSS). For more information on the NGSS: <http://www.nextgenscience.org/next-generation-science-standards>

English and Language Arts • Center for the Collaborative Classroom (CCC) is our adopted curriculum. <https://www.seattleschools.org/departments/language-arts/>

Mathematics • All teachers use the enVision Math curriculum. <https://www.seattleschools.org/departments/mathematics/>

Social Studies • The state-developed and SPS-approved curriculum, Since Time Immemorial (STI) is a crucial part of social studies education in SPS and Washington state. <https://www.seattleschools.org/departments/social-studies/>

Technology • As Seattle Public Schools is a 1:1 device district, all students at Arbor Heights have access to a personal technological device: iPads for students PreK - 2nd grade, and laptops for students in 3rd – 5th. Students have access to ELA and math software, including PebbleGo and Savvas SuccessMaker.

Visual Arts • Our full-time visual arts teacher serves all grades. Visual arts consist of teaching students art techniques and history, as well as the use of high-quality materials and equipment such as clay, pastels, painting, batik, printmaking and more. <https://www.seattleschools.org/departments/arts/>

Physical Education • We have two full-time PE educators, and our students have some of the highest PE minutes in SPS. Research has shown more activity helps students do better in school. We play a lot of large group games, working on social skills and respectful competition. Students learn about the 5 fitness components and how to become more fit. We follow SPS's fitness assessments program, assessing students 3 times a year with a goal setting component. We have monthly stations that introduce a wide variety of activities and games. Cascade Bikes provide bikes for a learn to ride program. Our curriculum is from Focused Fitness which incorporates health-based learning concepts into games.

Library • The library is staffed by a librarian Monday-Thursday. Students visit the library weekly with their class and are also welcome to visit throughout the week for independent check-out. During class library time students participate in a library lesson and library book check-out. Book and reading joy are promoted through the introduction of a wide variety of children's books, along with lessons focusing on library and digital citizenship skills. Fourth and fifth grade students also have the opportunity to participate in the Global Reading Challenge, a team reading activity sponsored by The Seattle Public Library.

Instrumental Music • 5th graders may participate in instrumental band/strings on Tuesdays.

Homework

Homework is important. It is an extension of the learning that takes place in school and can provide opportunities for independent study, research, creative thinking, and taking responsibility. Parents and legal guardians can help their children by arranging a quiet, comfortable place for the students to work and seeing those assignments completed. It would be helpful for your child to bring a backpack for transporting homework and other school papers back and forth between home and school.

The following is a suggested minimum amount of time to be allotted to homework. In addition, it is recommended that students also read each evening for 10-30 minutes. Please refer to your child's teacher for specific homework guidelines.

<p>Grades K-2 5-20 minutes per day for reading – no reading logs required.</p>	<p>Grades 3-4 30-40 minutes per day per day for reading. Additional practice, online practice or projects may be assigned.</p>	<p>Grade 5 50 - 60 minutes per day for reading. Additional practice or projects will be assigned and total no more than an additional 30-60 minutes.</p>
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Progress Reports

Elementary Progress Reports are issued following the completion of each trimester grading period. Please carefully review your child's progress and contact the school if you have any questions. Parent/Teacher Conferences take place at the end of November.

Parent/Teacher Conferences

It is important for parents/guardians to know how their children are doing in school. Conferences are scheduled for 3 days (Monday-Wednesday) in November. During conference week, there is NO SCHOOL for students. Teachers will contact parents to arrange a time to meet during the day/afternoon. A parent or guardian may request a conference with their child's teacher or the principal at any time during the school year. Likewise, a teacher may sometimes find it necessary to request a special conference with a parent/guardian. Please make every effort to meet with the teacher if you receive such a request. We prefer to conduct in-person conferences, but a Teams call is a viable option if a parent cannot attend on site.

PROGRAMS & ORGANIZATIONS

Learning Assistance Program (LAP) • LAP is a state-funded program that provides additional academic support to eligible students. We have a half-time Academic Intervention Specialist using LAP funds.

Special Education • Arbor Heights has several special education models: Resource, Extended Resource and Focus. Our staff includes certificated special education teachers and instructional assistants.

Multilingual Services • Our English Language Development Teacher supports multilingual learners two days a week on site. ML students speak another language at home and have tested into the program.

Parent-Teacher-Student Association (PTSA) • The Arbor Heights PTSA is a 501(c)(3) whose mission is to support the students, families, and staff of Arbor Heights Elementary School. PTSA's global purpose is to "work for the health, welfare, safety, education, care, and protection of children in the home, school and community." This PTSA serves the children in the Arbor Heights Elementary school community which includes the variety of residences and businesses in the enrollment area and the greater Seattle Public School District. Membership in this PTSA shall be open to all people without discrimination. Membership is open to all parents, community members, teachers, staff, grandparents, guardians, and any other persons that support and encourage the purpose of PTSA. The students at Arbor Heights Elementary School shall be considered honorary members of this PTSA without voice, vote, or the privilege of holding office. <https://arborheightsptsa.org/>

After School Activity Programs (Enrichment) • The PTSA sponsors and facilitates after-school programs throughout the year. Please review Principal Porto's newsletters for after school opportunities as well as the PTSA's website.

Multi-Tiered of Student Support MTSS • Arbor Heights' MTSS is an over-arching school committee that develops designs, implements, and monitors the progress of our students using every day and interim-assessment data, including social-emotional data. Developing prompt intervention plans to ensure student success academically and socially-emotionally is the goal of our school and this team. MTSS plans support student academic achievement and are linked to the goals of the Continuous School Improvement Plans (CSIP). MTSS members include teachers, principal/administrator, community representatives, and support staff.

Highly Capable (HC) Learners • Students identified by the District as HC will be invited to attend a 90-minute session weekly taught by a certificated teacher. Topics will include brain challenges, logic puzzles, interest-based projects, and deeper learning (*not* acceleration) in a variety of subject areas.

SUPPORT PERSONNEL

School Social Worker/Counselor

Our School Social Worker is at Arbor Heights every Monday, Thursday, and alternate Wednesdays, available to all students and families with a focus on partnering to ensure that all students are safe, doing their best learning, and experiencing a sense of belonging and positive relationships at school. Our Social Worker consults with families about concerns related to school and students and is also an important source of community resource information.

Multilingual Services

Our ML staff is on site two days a week. ML students receive services in the classroom and in small groups.

Speech & Language Pathologist (SLP)

SLPs work with students on oral communication disorders. The students may have difficulties in speech sound production, conversational intelligibility, stuttering, voice, receptive and expressive language skills, or in pragmatic/social language areas.

Nurse

Our nurse is responsible for the maintenance of health records, routine health checks, parent and legal guardian contact concerning health problems, care of minor injuries, and assistance in health teaching and vision screening. Contact the nurse at 206-252-9250 if your child has any unusual health problems. The nurse is on site Monday and Thursday. School health personnel are on call if an emergency should occur.

School Psychologist

Our psychologist works with students, teachers, administration, and families in assessing students suspected of having a disability that interferes with the student's ability to learn. She may administer a battery of assessments as part of the process in determining eligibility for special services.

Occupational Therapist (OT) Physical Therapy (PT)

Our OTs are at Arbor Heights three days per/week, working with students who need therapy for fine/visual motor skills (e.g. using their hands for writing, cutting, typing, etc.) and to support sensory differences in the school environment. Our PT works with students on coordinating their large muscles for activities such as balance, ball skills, and participation in PE and recess.

Multi-Tiered Student Supports

School success for every child comes from the commitment of students, parents and staff working together as a team with trust, care and understanding. Our goal is to enhance each student's ability to achieve personal, social, and academic growth. To provide this, we have a team at Arbor Heights that works together with families. FLIGHT is designed to provide a sounding board for staff to help and support daily school life, focusing on interventions and accommodations in the general education classroom. Data is collected to determine the effectiveness of the interventions. More than a group, this is a process that promotes understanding and cooperative effort to provide the best possible education for each child. A meeting is scheduled when interventions are determined to be unsuccessful. A recommendation for evaluation for special education services may occur as a part of a meeting. All individuals who may offer information and expertise are invited. Our team is built of many

separate roles in the building and shifts to ensure we are providing the resources needed for each situation. An example team that may be present at a FLIGHT or SIT meeting:

- Principal
- Classroom Teacher
- School Psychologist
- Occupational/Physical Therapist
- Family Support Worker
- Speech Language Pathologist
- Office Assistant/Playground Supervisor
- Nurse

TRANSPORTATION

By Car: Drop-off and Pick-up

Please see map for routes. You may drop your child off at the front entrance after 7:35 by entering from either 104th or 105th. In the drop-off lane (blue arrows), drivers must always remain in their vehicle. While there might be space for two lanes of traffic in the front drop-off area, only one lane is used during times of high traffic volume, just before and after school. For pick-up, students will be required to remain in the front of the school drive-through area until their respective ride pulls up to the front of the pick-up line. An adult will open the car door. *Do not wave students over to your car*; it is unsafe. Parents must stay with their car unless parked in a marked parking space.

By Car: Park & Walk

Parents wanting to park and walk may park in the parking lot (visitor parking area). If you park on the street, do not block neighbors' driveways or the rights of way. No double parking, and no parking on 105th (must stay with your car during drop-off/pick-up times). No parking north of the general education buses on 104th. Parents must pick-up and drop-off in the designated pick-up/drop-off area (or in the office for late arrivals/pick-ups) rather than at classroom doors. Students who are waiting for pick-up beyond 2:35 p.m. will be brought into the office. If a student is not picked up by 2:45, a guardian or emergency contact will be called. If chronically late pick-ups occur, a meeting with school administrators may be required. Please keep our students safe! Follow these rules when you travel to and from school:

- **DO** cross only at crosswalks and corners.
- **DO** find a legal parking space if you are walking your child into the school.
- **DO** always stay with your car in the drop-off/pick-up area.
- **DO NOT** let children cross in the middle of the block.
- **DO NOT** use the bus only area.
- **DO NOT** do U-turns near school.
- **DO NOT** park and leave your car in the drop-off/pick-up area.

By Foot: Drop-off and Pick-up

Students who walk to school enter through the gates off 104th and 105th which are monitored by school personnel beginning at 7:35. Students may proceed to the cafeteria if they are eating breakfast or can remain on the playground until 7:50. Preschool and Kindergarten students will be greeted and supervised on the lower playground at 7:35.

Parents/Guardians on Playground

Safety is our top priority. School personnel wear bright yellow safety vests while monitoring students on the playground before and after school. We ask that all other adults remain on the sidewalk outside the playground between 7:35 a.m. and 2:35 p.m.

Animals on Playground

For everyone's comfort and safety, please keep dogs and other pets off the playground when students are present.

By Bus

Bussed students will be escorted to/from the bus zone on 104th (general education) and 105th (special education) by assigned staff. At the end of the school day, students are escorted by grade-level supervisory teachers to either the bus line-up or car pick-up areas. Teachers often separate their classes

by transportation type to help expedite the dismissal process. For example, one teacher will walk bus riders from that entire grade level to the bus unload/unload area while another teacher will walk the car riders from that grade level to the pick-up area.

Bus Conduct

These rules have been established to ensure the safety of students who ride buses:

1. Use only the bus and bus stop assigned to you.
2. Maintain orderly behavior at the bus stop.
3. Remain seated, facing front, when the bus is in motion.
4. Talk quietly and make no unnecessary noise.
5. Do not talk to the driver unless necessary.
6. Keep head and arms inside the bus.
7. Do not litter inside of the bus or throw anything out the window.




Bus Stop Changes

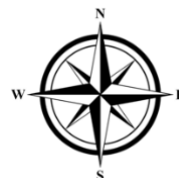
Children are **ONLY** allowed to be picked-up/dropped-off at designated bus stops assigned by SPS. New stops cannot be added on a temporary basis. If a temporary change in the bus stop is necessary (e.g., pick up instead of riding the bus), please notify the office **no later than 9 a.m.** on the first day of the change. If we do not hear from you, your child will be put on their regular bus.

Afterschool Playground Supervision

Students are dismissed at 2:25. Parents/guardians are asked to wait *outside* the playground until playground supervision ends at 2:35 p.m. This helps our staff ensure that all students get to their proper after-school destination. Students are to go directly home after school unless they have an enrichment activity, are part of the YMCA aftercare program, or have a parent/guardian waiting with them outside the playground until 2:35, at which time they may re-enter the playground together.

Arbor Heights Traffic Flow

-  Green = driving direction during morning drop-off and afternoon pick-up.
-  Blue = drive only, no parking.
-  Yellow = gate or door through which students enter and exit.





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

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

What is HIB?

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

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

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

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([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 (Natasha Roberts, oscr@seattleschools.org) that supports prevention and response to HIB.

What happens after I make a report about HIB?

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

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



What is the investigation process?

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

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

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

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

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

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

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

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

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

Our School Stands Against Discrimination

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

What is discriminatory harassment?

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

To review the district’s Nondiscrimination Policy 3210 and Procedure 3210SP visit the [website](#).

What is sexual harassment?

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

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

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

To review the district's Sexual Harassment Policy 3208 and Procedure 3208SPA & 3208SPB, visit <https://www.seattleschools.org/departments/student-civil-rights/title-ix/>

What should my school do about discriminatory and sexual harassment?

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

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

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

Concerns about discrimination:

Civil Rights Coordinator: Natasha Roberts, Director of Investigations & Compliance **Phone:** 206-252-0306 **Email:** oscr@seattleschools.org

Office of Student Civil Rights

Seattle Public Schools

MS 33-157

P.O. Box 34165 Seattle, WA 98124-1165

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator: Harvard Jones, Student Civil Rights Compliance Officer

Phone: 206-252-0367 **Email:** title.ix@seattleschools.org

Title IX Coordinator

Office of Student Civil Rights

Seattle Public Schools

MS 33-157

P.O. Box 34165

Seattle, WA 98124-1165

Concerns about disability discrimination:

Section 504 Coordinator: Shanon Lewis, 504/ADA Coordinator

Phone: 206-252-0306 **Email:** 504coordinator@seattleschools.org

504/ADA Coordinator

Seattle Public Schools

MS 31-681

P.O. Box 34165

Seattle, WA 98124-1165

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator: Lisa Love, Manager – Health Education

Phone: 206-252-0982 **Email:** llove@seattleschools.org

Gender-Inclusive Schools Coordinator

Seattle Public Schools

Mail Stop: 31-644

P.O. Box 34165

Seattle, WA 98124-1165

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 superintendent 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 ([3210SP](#)) and Sexual Harassment Procedure ([3207SP.A](#), [3208SP.B](#)). For the 2026–27 school year, this complaint process will be updated as required by the new state law, [ESHB 1296](#).

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

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

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

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

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

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

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

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

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

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

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

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

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

- Website: <https://www.ed.gov/>
- Email: ocr@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

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

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student's gender designation and have their gender accurately reflected in school records

- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student's gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

To review the district's Gender-Inclusive Schools [Policy 3211](#) and [Procedure 3211SP](#), visit <https://www.seattleschools.org/departments/health-education/lgbtq/> . If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Gender-Inclusive Schools Coordinator: Lisa Love, Manager – Health Education

Phone: 206-252-0982 **Email:** llove@seattleschools.org

Gender-Inclusive Schools Coordinator

Seattle Public Schools

Mail Stop: 31-644

P.O. Box 34165

Seattle, WA 98124-1165

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 2.