Equitable Conduct Expectations

The Issaquah School District values equity, diversity and inclusion. The district is committed to building and sustaining a welcoming school community. Our district and community are made up of people of different backgrounds, needs and perspectives. Our learning community includes people of varying races, ethnic backgrounds, abilities/disabilities, religions, ages, languages, socioeconomic status, immigration status, sexual orientation, gender expressions or identities.

Student expectations include:
- Respect each individual, even if that person’s identity is different from your own.
- Seek to understand your impact on others while seeking to understand other’s intent.
- Communicate respectfully with others in person, on social media and in any other form.
- Use what you are learning to use good judgment and make ethical and informed decisions.
- Take responsibility for your words and actions.

We all have a responsibility to report behavior that interferes with having an equitable and inclusive learning environment that honors and respects people of all identities. If you become aware of any actions that violate the expectations above, we encourage you to speak up through one or more of the following ways:
- Tell a teacher, staff member or other trusted adult immediately.
- If you are comfortable and safe doing so, speak up in the moment to encourage more equitable and inclusive talk or action, and/or support those being hurt.

Elementary Handbook 7.16.20
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Dear Parents,

Welcome to Apollo Elementary and the 2021-2022 school year. At the time of publication of this student handbook, we are planning to bring all students back to in-person instruction and we will remain practicing many of the health mitigation practices we developed in the 2021-2022 school year, will most likely alter many of the commonly known daily routines for students and staff.

Please refer to this handbook to familiarize yourself and your student(s) with the procedures followed at Apollo Elementary. Please read it thoroughly and review it with your child/children. Refer back to it as necessary to help answer questions about Apollo Elementary. Finally, sign the signature page, acknowledging that you read it and return it to your child’s/children(s) teacher(s). The guiding principles and expectations for learning, safety, and positive behavior remain the same, regardless.

Please make sure you’re receiving Apollo and ISD e-news, prior to school starting, so you have the most accurate and timely information possible. Information and directions are located in this handbook.

Sincerely,

Jane Harris, Principal & the Apollo Staff

Dear Students,

Welcome to Apollo Elementary and the 2021-2022 school year. We are so happy you are a Rocket and we can’t wait to get school started! You can look forward to your teachers providing you with challenges, enjoyment, learning, and fun. Opportunities exist for you to stretch your abilities in academics, the arts, physical education, technology, and social situations. The Apollo staff and teachers are here to assist you with your learning in each of these areas. We are devoted to helping each Apollo Rocket Launch to Greatness!

Sincerely,

Jane Harris, Principal & the Apollo Staff
General Information

School Address: Apollo Elementary
15025 SE 117th St.
Renton, WA 98059

Phone: (425) 837-7500
FAX: (425) 837-7508
Web Site: www.apollo.issaquah.wednet.edu

Issaquah School District
#411: 5150 220th Ave. SE
Issaquah, WA 98029

Phone: (425) 837-7000
Web Site: www.issaquah.wednet.edu

Principal: Jane Harris
harrisj@issaquah.wednet.edu

Assistant Principal: Alex Merritt
merritta@issaquah.wednet.edu

Principal’s Assistant: Lauren Suttles
suttlesl@issaquah.wednet.edu

Office Secretary/Registrar: Kim Byrne
byrnek@issaquah.wednet.edu

Transportation: Phone: (425) 837-6329

Emergency Closure Hotline: Phone: (425) 837-7000

2021-2022 Apollo PTA: Laurelle Graves & Laura Ni
(Co-Presidents)
Email: President@apollopta.org
Web Site: www.apollopta.org
For Apollo Students and Families

Absences

Regular attendance is critical to the learning process. Research shows that frequent absences seriously affect learning. We encourage you to schedule all doctor and dental appointments during non-school hours.

When your child is going to be absent from school because of an illness or other reason, please let the office know as soon as possible (425-837-7500). Parents must communicate the absence to the school office through a phone call, note or email to the office secretary.

Excused Absence: An excused absence is one approved by the parent and the school. It is the student’s responsibility to check with the teacher and to complete the required make-up work within the allowable make-up period. Make-up assignments are not provided in advance.

Examples of excused absences are:
- Personal illness
- Emergency situations
- Planned absences pre-approved by the principal; [https://www.issaquah.wednet.edu/apollo/our-school/forms-regulations/attendance](https://www.issaquah.wednet.edu/apollo/our-school/forms-regulations/attendance)
- Scheduled court appearances
- Religious observance, when requested by a student’s parents/guardians

PLEASE REPORT ALL ABSENCES TO THE OFFICE AND NOT THROUGH YOUR CHILD’S TEACHER.

Unexcused Absence: An unexcused absence includes absences for personal reasons that do not meet the criteria of excused absences required by District Regulation 3122P. Your child will be considered absent for the AM if they arrive after 10:40am. An arrival after 9:15 am and prior to 10:40am will be considered a tardy. Your child will be considered absent for the PM if they leave school with more than 1.5 hours left in the school day.

Examples of unexcused absences are:
- Oversleeping
- Errands
- Stopping at store
- Missed bus

After a single unexcused absence, the school is required to contact the parents regarding the unexcused absence. After a second unexcused absence, the school is required to request a conference with the parent and the student to discuss solutions to the truancy problem. If a student has seven unexcused absences, the school may take stronger steps to end the truancy problem as outlined in the
Arriving Late: When students arrive after the tardy bell, they must stop by the school office to check in and get a late slip before entering the classroom.

Daily punctuality is necessary to avoid classroom disruption and to maximize student learning and a basic principle of responsibility and common courtesy. The office slip goes to the classroom with the child and should go home with the student on the day he/she is tardy.

If chronic unexcused tardiness is a problem then various interventions may occur; including student loss of recess, counseling, daily check-ins and/or phone calls.

Leaving Early: If a student needs to leave early from school for an appointment or other reason, the parent must come to the school office to sign the student out and give the reason for the early dismissal. DO NOT go to your child’s classroom to pick-up your student. A secretary will call into the classroom to have your child come to the office. Please limit the number of early dismissals so your child’s learning and the classroom is not disrupted unnecessarily.

Pre-arranged Absences: Absences due to family trips may only be excused when prior approval has been given by the school. Prearranged Absence Forms may be requested at the office, or located online. Prearranged absences should be submitted at least 2 weeks ahead of time. For pre-arranged absences between 1-20 days, please complete the following form. For absences more than 20 days, please use the form on the second page of the document: https://www.issaquah.wednet.edu/apollo/our-school/forms-regulations/attendance

When your child returns from an excused absence, the teacher will provide a list of make-up assignments, along with a reasonable timeline for completion. The student is responsible for completing missed work (ISD Elementary Schools Parent Handbook, pg 2). Please make an attempt to schedule family trips during non-school dates. It is very difficult to make up lost instructional time. Absences for family trips without prior principal permission will result in an unexcused absence for the dates.

For students who are requesting to be excused for greater than 20 days, students are unenrolled, as per RCW 28A.225.010. The school must have a signed agreement between parent/guardian and school principal that the absence will not cause a serious adverse effect upon the student’s educational progress.

Animal Regulation

Regulation 2029 prohibits animals on District property. An “animal” is a living, non-human mammal, reptile, insect, bird, fish or amphibian. Animal access is allowed on District property only under certain conditions listed in the Regulation.
Arrival/Dismissal Procedures

**AM:** Students should NOT arrive at school any **earlier** than 9:00 a.m. Students will line up at their teacher’s line up spot and enter the building when directed by a morning supervisor. Students riding the buses will be allowed to exit the bus and wait in their teacher’s line up spot and enter the building when directed by a morning supervisor. We are asking that parents say goodbye to their children at an exterior door and not enter the building unless they need to speak to the office or a teacher.

**PM:** Each teacher will lead his/her group to the bus loading zone in an orderly fashion. Bus riders will be excused to the buses, car riders will be excused to the side lot or to their parents, and walkers will be excused to the main entry area of the school. Teachers will check out their classrooms on the clipboard by the office windows. Bus riders are to immediately load buses if the bus has arrived, or they are to wait quietly in their teachers’ line for buses that have not yet arrived. The bus Paraprofessional will let the buses go after all children are loaded or will inform the office if there is a problem with the buses.

There are Paraprofessional stationed at the side parking lot to facilitate students meeting parents there. Students are to wait at their teachers’ line up spot for directions to go to their car when their ride arrives; **they are not to go into the parking lot unless accompanied by an adult. Please use the crosswalk with the crossing guard when crossing the parking lot with your student.**

**Bus Riders**
Bus stop information is available on the District website at [www.issaquah.wednet.edu](http://www.issaquah.wednet.edu). Bus stops will be posted at the schools the last week of August.

Students are expected to behave safely and properly on the bus, at the bus stops and to comply with driver’s directions. Please refer to the Issaquah School District School Bus Information for Parents and Students handbook, located on the website, which the Transportation Department provides for detailed information on rules and safety procedures, student conduct citations, and other general bus information.

**Should there be a question or concern about specific incidents on the bus, please contact Transportation Services at (425) 837-6333.**
**Walkers**

Walkers will enter the campus through the neighborhood gate at the South East end of the Apollo campus. Walkers are to line up at the teachers’ line up location at the front area of the school. Students will learn this location from their teacher. **They are NOT to arrive at school before 9:00a.m.** Parents, if you walk your student(s) to school, please allow your children to enter the building by themselves. At the end of the day, you may wait for your students at the portable area in the front of the school.

**Drop-off and Pick-up by Private Vehicle**

If your student is eligible to ride a bus, please consider that option, this will reduce the amount of traffic and the length of the wait in the drop-off area.

The Main Staff parking lot is closed to cars during bus unloading/loading times, 9:00-9:15AM and 3:20-3:40PM (1:20-1:50 PM on Wednesdays). **The student drop-off and pick-up area is in the side parking lot.** Please adhere to the following parameters when dropping-off and picking-up:

1. **Use extreme caution** at all times; be aware that there are many cars and pedestrians, many of them children, in a small area.
2. **Be patient.**
3. **Be polite** to each other and the parking lot monitors.
4. **Pull up** as far as possible in the drop-off lane. Go all the way to the end and safely pull close to the car in front. We want to maximize the number of students exiting and entering cars at once.
5. **Continue to drive along the sidewalk/curbed area for drop-off and pick-up as the movement of cars allows.** This includes the curb near the portables and the curb by the fence. Once your car is stopped children can exit or enter your vehicle.
6. **When arriving have students ready to exit quickly.** This is not the time to have to put on shoes or put books in a backpack, etc. They must be ready to go! **Once the student exits the car they will go to their teacher’s line up area and await entry to school.**
7. **Parents; do not exit your vehicle when in the drop-off lane.** If you need to leave your vehicle to get backpacks out of the trunk, then please park in a parking spot and then escort your students across the crosswalk.
8. **During pick-up please have your student’s name and teacher on a form or piece of paper the dashboard of your vehicle.** Once the Pick-up supervisor sees the student’s name they will request the student to be directed to your car. We want to minimize the waiting time of the other families still in the line.
9. **If you need to exit your car for any reason,** please park in a parking spot and then use the marked crosswalk.
10. **Cross over to the school in the crosswalk only.** Our parking lot is an active traffic zone; the safest place to cross is at the crosswalk.
11. **Escort your child across the crosswalk** as directed by the parking lot Supervisor.
12. A “**Good Morning” or “Hello”** to the Paraprofessional and smile.
Cell Phone Use

Students are not to use cell phones or watches that can make calls, in any way at school, during school hours, or on the school bus. If a phone is brought to school, it must remain in the student’s backpack and turned off. If parents need to be contacted during the school day, the office staff, or the nurse, will call using a school phone.

Cell phones are not to be used to take photos or to view photos or video at school. Cell phone use at school may result in confiscation of the phone and require a parent pick up of the phone.

Parents, out of respect for the school environment, please call the office if you need to contact your student. The office staff will get a message to your student. Please don’t text your student, it is extremely disruptive to the learning environment.

Student/Parent watches or devices that are used as satellite tracking devices are to be turned off during the school day.

Check Acceptance Policy

Our school District has established the following rules for accepting checks and collecting reimbursement for bad checks. For a check to be an acceptable form of payment it must include your full and accurate name, current address, and telephone number. In the event your check is returned for a non-payment, the face value may be recovered electronically along with a state allowed recovery fee. At this time the recovery fee to the company is $30.00.

Alternative forms of payment may be used instead of a check payment, such as cash, money order or a cashier’s check, or a credit card payment online.
Class Placement

The process used to assign students is comprehensive. As a staff, we take the responsibility of class placement very seriously. Many factors are considered in the process of placing every child and they include:

- The program needs of the student
- A balance of achievement levels in reading and math
- The social needs of students and their leadership skills
- Independent work habits of students
- Behavior factors regarding students
- The compatibility of students with each other (such as separating those who have not worked well together in the past)
- Information provided by the teacher through previous parent/teacher conferences
- Recommendations of former teachers, principal, parents, guidance team or related information forwarded from a previous school
- Classroom configuration
- The ratio of girls to boys

Communication

Apollo sends out eNews notifications that serve as a weekly bulletin as needed with important information. Apollo also sends out news notifications, eBlast, mid-week with any information that needs to be communicated on the same day. In some cases, such as attendance, a “robo” call will go out to inform the parent via phone message of the nature of the call.

Individual classroom teachers also provide information related to class and grade level on their websites.

One of our goals is to keep the lines of communication open between home and school. We communicate through school and classroom newsletters, eNews, conferences, phone calls, and District and school websites at www.apollo.issaquah.wednet.edu Most of our school information is communicated through our school website and regular eNews communications. Please be sure to sign up for both the Apollo Elementary and the Issaquah School District eNews. This is easily done from the Issaquah School District website at https://www.issaquah.wednet.edu/news/ENews
Concerns

If you have a question or school-related concern, we suggest the following procedure whenever possible:

- First, contact the teacher to discuss your concerns.
- Then, if necessary, get in touch with the principal or the assistant principal.
- Please remember, if you call the school and cannot talk directly to the teacher or principal, leave a message and he/she will contact you as soon as possible.

Conferences

Scheduled parent-teacher conferences occur regularly once a year in the first week of December. Teachers look forward to the opportunity to meet with parents and discuss students’ progress and accomplishments. Conferences also provide parents an opportunity to ask questions about their child’s accomplishments.

Curriculum Night

Curriculum Night is an important evening and opportunity for parents to visit their students’ classroom to become familiar with established routines and procedures as well as to learn about curriculum and assessment. *Due to continued COVID social distancing measures, this event is likely to be conducted with limited access. Please look for more information as we near the dates.*

This year’s Curriculum Nights for:

Sept. 21 (Gr. 3-5) & Sept. 23 (Gr. K-2) from 6:30 pm – 7:15pm. *Due to continued COVID social distancing measures, this event is likely to be conducted with limited access. Please look for more information as we near the dates.*

Electronic Recording

Consistent with Federal and State law, consent must be provided by any staff member and or students that are intended to be recorded by any audio or video mechanical or electronic device.

Emergency Dismissal

Rapid onset of inclement weather is one factor that could necessitate early dismissal of students. If this situation should occur, staff will follow the directions for Emergency Dismissal as indicated on each student’s Emergency Notification Information form that parents have completed and returned at the beginning of the year. It is important that you review the procedures with your student on a regular basis. **Please keep in mind that there will NOT be the option of calling home should there be an emergency dismissal.**
Health/Nurse

Communicable Disease Guideline

KEEP YOUR CHILD HOME IF HE/SHE HAS ANY OF THESE SYMPTOMS:

- **Fever** – over 100 degrees F orally. Temperature should remain normal (98.6 degrees) for 24 hours - without using fever reducing medications before returning to school
  *** (Stay updated to CDC Guidelines)
- **Sore throat** – especially if associated with fever or swollen glands
- **Vomiting** – within the past 24 hours
- **Diarrhea** – more than one occurrence in a 24 hour period
- **Drainage from the eye** – the eye crusted and difficult to open (especially upon waking)
- **Nasal discharge (yellow or greenish)** – If your child’s nasal mucus has a color and is accompanied by a fever and/or coughing, sneezing, drowsiness, and general signs of not feeling well, your child may be contagious and should remain at home until the symptoms subside. Call your doctor if you have any concerns or questions.
- **Appearance/Behavior** – unusually tired, pale, lack of appetite, difficult to wake, confused
- **Rash** – body rashes not associated with heat, or allergic reactions to medications
- **Head lice** – contact the school office or nurse if any indication of head lice or nits

*VERY IMPORTANT - Remember to keep the school updated with your family’s new phone numbers and emergency contacts* in case your student becomes ill at school. Any questions please call the school nurse or school health room specialist.

**Medications**
The Issaquah School District recognizes the fact that in certain cases, school children must be given medication at school. The District Regulation 3416 defines medication to mean all drugs, whether prescription or over-the-counter. In order to make this as safe as possible for the students and staff involved, the School District developed the following regulation which complies with Washington State Laws on the administration of medication in public schools:

- The administration of any oral medication to a student by a District Employee must be requested and authorized in writing by either a parent or legal guardian AND a licensed health care provider. Specific instructions for administration must be included.
- Requests for the administration of oral medication are valid only for the medication listed and the dates indicated in writing on the request form. Requests should not exceed one year.
- **All medication must be brought to school by the parent.**
- All medication must be in the original container, labeled with the student’s name, name of the medication, dosage, mode of administration, and the name of the health care provider (for prescription medication).
All medication must be no more than a 20-day supply.
On request, a pharmacist can provide an extra container with the required information at the time the prescription is filled.

**Immunizations**

In order to protect your children against a number of childhood diseases, Washington State Law requires that all children admitted to public and non-public schools be immunized against diphtheria, tetanus, pertussis, polio, measles, rubella, mumps and chicken pox.. State Law (RCW 28A 31.118) also states that all children in grades pre K-12 must provide proof of immunization status on or before entry. Children who do not comply will be excluded. If a child cannot receive immunizations due to personal or religious reasons; a waiver must be signed by the parent/guardian.

**Homework**

Homework strengthens and enhances the interaction and partnership among students, teachers, and parents. It provides the opportunity for students to develop independence, self-discipline and responsibility, while encouraging them to become interested in learning and discovery.

Homework can be an effective tool for:
- Increasing communication between home and school
- Increasing student achievement
- Promoting self-esteem
- Developing good study and work habits
- Encouraging life-long learning

Homework, like all areas of student life, has developmental stages. Time commitments and academic expectations grow in complexity as children proceed through the grade levels. Your child’s teacher will require specific assignments as homework. Some assignments will be due the following day, others may have long-term due dates.

During Curriculum Night, specifics about individual teacher’s homework expectations, time commitments and content will be explained. Please contact your child’s teacher when homework questions or concerns arise.

**Lost and Found Articles**

Misplaced garments and unclaimed articles are taken to the Lost & Found area at the back hall, next to the gym. Please label jackets, lunch boxes, hats, etc. with your child’s name for ease in return. Money that is brought to the office will be returned to the finder if the owner cannot be identified within two weeks.

Unclaimed articles will be donated to a charitable organization three times a year, during first winter break, during spring break, and at the end of the year. Plenty of advanced notice will be given to students and parents before this happens.
Apollo Elementary School has a hot lunch program, which is operated on a cash basis. The costs for lunches are as follows:

- Grades K-5 student lunch - $3.75
- Adult lunch - $4.50
- Milk purchased separately - $0.50
- Reduced Lunch – K-3rd FREE, 4th-5th $ .40

Issaquah School District’s Meal Charge Policy

Charging a Meal
Every student enrolled in the Issaquah School District is assigned a lunch account that can be used to purchase standard program meals from the school kitchen.

In addition to the standard meal, a la carte food and beverage items are available for purchase. A student’s lunch account must have sufficient funds to purchase a la carte items. A la carte items at the elementary level (i.e. a dessert or a second entrée) and at the secondary level (i.e. vendor pizza, chips and bottled beverages) will not be allowed to charge to the account without sufficient funds.

- Every student will be issued a confidential personal identification number. This number will be a four-digit number. Numbers will be assigned through the District’s food service office. During lunch, the students will punch their confidential number into the keypad. The cashier will then be able to access their personal lunch account and lunch charges can be automatically deducted from their account.
- Parents may send cash or checks, made payable to ISD Food Services for lunch. Please indicate student’s name & teacher on envelope, if cash or in memo section if a check. Students should bring money or checks to the office in the morning; it will be deposited directly into the students’ accounts. Deposits can be made in any dollar amount. Students’ lunch accounts may be used only for the purchase of school lunches or milk.
- Parents may load money onto their child’s account at any time during the school year by visiting www.MySchoolBucks.com

Applications for meal assistance are available online by visiting https://www.issaquah.wednet.edu/district/departments/operations/foodservice or by contacting the Food Service Office at 425-837-5060. Applications are also available in the front office of each school building.
**Balance Notification**

Food Services partners with Myschoolbucks.com, a service that allows the use of credit cards to make payments for a student’s lunch account. There is a $2.49 fee per credit card transaction charged by Myschoolbucks.com however the use of their website to monitor a student’s lunch balance is free. It is also free for users of Myschoolbucks.com to set up e-mail notifications when their student’s lunch balance reaches a specified dollar amount. Families are encouraged to utilize this free service in order to receive automated reminders when their student’s lunch balance is low. Log on instructions and link to Myschoolbucks.com can be found on the district website at https://www.issaquah.wednet.edu/family/MySchoolBucks

Food Services has developed an automated balance notification service that will notify the guardians via e-mail when the student’s lunch balance is low and again when the lunch balance is in arrears.

In addition to e-mail balance notifications each school kitchen will send negative balance letters once per week.

District initiated negative balance notification e-mails and negative balance letters will continue to be sent weekly until the unpaid meal charges have been resolved.

**Lunchroom Rules**

- **Be Respectful:**
  - Politely eat your own food.
  - Stand in line quietly and follow social distancing expectations.
  - Keep your hands and feet to yourself.
  - Respect those in line behind you by not taking or giving cuts in line.
  - Students are to sit at their assigned tables, for COVID Mitigation Safety.
  - Focus on eating. Talk quietly only with students close to you at your table.
  - Stay quiet and attentive during announcements.

- **Be Responsible:**
  - Be aware of possible allergic reactions; do not share food.
  - Keep your table cleaned up.
  - Put trash and recycling in the appropriate containers.

- **Be Safe:**
  - Walk at all times.
  - Never throw anything in the cafeteria.
MERLIN and SAGE

MERLIN, Issaquah School District’s all-day gifted program for third, fourth, and fifth grades is located at Apollo. MERLIN stands for Mind Education Right and Left (brain) Integration. The academic program is accelerated and extended beyond the basic curriculum. See the ISD website Highly Capable page for information as to how a student qualifies for MERLIN or SAGE.

SAGE is a weekly program for students determined to be highly capable in all grades at each District elementary school. SAGE stands for Special Approach to Gifted Education. Students are identified for the SAGE program through District-wide testing at the end of second grade. Once admitted students may remain in the program throughout their time in the District.

Nutrition and Wellness Regulation

Healthy kids learn better, therefore at Apollo we aim to honor the intent of the Issaquah School District Nutrition and Wellness Regulation in supporting the whole child and student learning. When providing snacks/treats for whole class activities; please refrain from highly sugared, high fat foods. Before bringing food for your child’s class, please contact his/her teacher to see if it meets the building/District recommendations and also takes into account any food allergies that students may have. **All snacks will be eaten outside, during recess or snake breaks, as a precaution to COVID mitigation safety procedures.**

Apollo Rocket Way Expectations

Gym Expectations:
**Be respectful:**
- Stay in the student spaces, respect that the gym office is not an instructional area; students should not go in the gym office.

**Be Responsible:**
- Lights will be turned on and off by the teacher in charge.
- Students are to be in the gym only with adult supervision.
- Take care of the equipment; put it in the proper place.
- Do your best work in P.E.

**Be Safe:**
- Proper shoes should be worn at all times.

Playground Expectations

**Be Respectful:**
- Always show respect for others and settle problems peacefully using conflict resolutions strategies.
- Follow the directions of the playground supervisors and follow the COVID Mitigation expectations where indicated on the playground.
- Say hello to the playground supervisors.
**Be Responsible:**
- Stay out of puddles and muddy areas.
- Tell the recess supervisors where you are going. Ask permission to leave the playground area. If you are sick or hurt, get a pass for the health room from the Recess Supervisor.
- Stay where you can be seen by an adult.
- Use the restrooms by the ball room.
- When the bell rings, quickly return all equipment and walk back to your line-up area.
- If the green sign is in the library window, students may go to the library using the side door nearest the playground.
- Return equipment to the equipment cart in an orderly manner at the end of recess.
- All students wanting to be involved in specific activities are to be included; there are no clubs or select groups.

**Be Safe:**
- Always walk on the walkways, in the hallways, and on all paved surfaces.
- Play safely. No rough, aggressive, or dangerous play is allowed. No pushing, tackling, kicking, fighting, climbing trees, etc.
- Running is allowed only on the sand or grass field.
- Play safely on all climbing toys. No running around or jumping off or playing tag around or near the climbing toys or stumps. Only go down the slide or parallel bars.
- Play safely with all recess equipment. Balls may be kicked only on the fields, against the back wall – not in the covered area. You may bring balls and safe play equipment from home as long as the equipment is approved by a Recess Supervisor and it has your name on it.
- Don’t throw or otherwise use rocks, bark, sticks, pine cones, etc.
- Stay five giant steps back from the fence where the goats live. Do not touch or play with any animals at recess. This includes squirrels and birds.

*Apollo is not responsible for personal items brought out to recess that become lost or stolen. Please do not bring items of great importance to you or your family. Electronic toys and trading cards are not allowed. Never bring knives, matches, lighters, or other dangerous objects to school.*

**Selling Items**

Buying, selling, or bartering items for personal gain is not allowed without permission of a building administrator.

**Student Dress**

The student and parent/guardian may determine the student’s personal dress and
grooming standards, provided that the student’s dress and grooming do not lead school officials to reasonably believe that such dress or grooming will:

- Disrupt, interfere with, disturb, or detract from school activities.
- Create a health or other hazard to the student’s safety or to the safety of others.
- Promote by printed word or symbol the use of illegal substances or other prohibited activities which may include but not be limited to intimidation, harassment, sexual innuendo, vulgarity, and obscenities.

If a student’s dress or grooming is objectionable under these provisions, the principal or designee will ask the student to make appropriate corrections. If the student refuses, the student is subject to disciplinary action.

- Students are not allowed to wear hats or sunglasses in the school building; except for documented medical needs. Students can wear hats/sunglasses at recess if needed, for weather conditions.

**Supplies**

Student supply lists are posted on Apollo’s website before school starts. They are also available at the Apollo office and at most local office supply stores.

**Volunteers**

As of July 2020 and during the state of current pandemic, it is not safe for volunteers to be in the schools. The Issaquah School District will be monitoring the State’s/Co.’s phases and determining when it is safe for volunteers to return the building.

**When it is safe to return:**

To volunteer within the classroom please check with your child’s teacher in order to arrange a schedule that meets the needs of that classroom. To ensure everyone’s safety, we ask that child care arrangements be made for younger siblings while you volunteer in the classroom and workroom.

As a volunteer always sign in at the office so we can account for all people in the building should we have an emergency or drill.

All volunteers must have filled out and on file a volunteer form packet (District Regulation, Procedure and Forms 5630), which includes a Washington State Patrol Form.

*Please be sure to turn your cell phone to vibrate or to off when you are volunteering in a classroom. If you receive a call that needs to be answered, please conduct your conversation in the hallway outside of the classroom.*
Weather and Emergency Closures:

In the event of weather conditions that might force the delay or closure of school, you have several ways to access the information:

- **District Web Site:** [www.issaquah.wednet.edu](http://www.issaquah.wednet.edu) and click on Emergency Information
- **District Voice Message Hotline:** (425) 837-7000
- **Apollo’s Phone Message:** (425) 837-7500
- **Emergency Weather Network:**
  - **AM Radio:** KCIS 630, KIRO 710, KIXI 880, KOMO 1000, KYCW 1090, KLAY 1180, and KRKO 1380
  - **FM Radio:** KPLU 88.5, KSER 90.7, KVTI 90.9, KLSY 92.5, KUBE 93.3, KMPS 94.1, KUOW 94.5, KBSG 97.3, KMTT 103.7, KCMS 105.3, and KRWM 106.9
  - **Television:** KOMO 4, KING 5/KONG 6, KIRO 7, and KCPQ 13

Check the November Calendar page of the District calendar for more information about Transportation Emergencies. Additional information is also available in the annual Emergency Transportation Bulletin mailed to each District family in November. If you need another copy, please call (425) 837-7113.
NON-DISCRIMINATION REGULATION

Issaquah School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

- **Title IX Coordinator**
  Amanda Dorey, Director of Human Resources
  5150 220th Ave SE
  Issaquah, WA 98029
  DoreyA@issaquah.wednet.edu

- **Harassment, Intimidation, Bullying (HIB) Coordinator, Student Interventions - Compliance**
  5150 220th Ave SE
  Issaquah, WA 98029

- **Civil Rights Compliance Officer**
  Amanda Dorey
  5150 220th Ave SE
  Issaquah, WA 98029
  DoreyA@issaquah.wednet.edu

- **Section 504 Coordinator**
  Pam Ridenour, Director of Student Interventions
  5150 220th Ave SE
  Issaquah, WA 98029
  ridenourp@issaquah.wednet.edu

- **Parent/Volunteer and Employee/Applicant-Related Matters**
  Carleena Scammon, Director of Human Resources
  5150 220th Ave SE
  Issaquah, WA 98029
  scammonc@issaquah.wednet.edu

You can report discrimination and discriminatory harassment to any school staff member or to the District’s Civil Rights Coordinator, listed above. You also have the right to file a complaint under District Regulation 3210.
SEXUAL HARASSMENT REGULATION

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.

Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or

- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of Sexual Harassment:
- Pressuring a person for sexual favors
- Unwelcome touching of a sexual nature
- Targeted writing of a sexual nature
- Distributing sexually explicit texts, e-mails, or pictures
- Making sexual jokes, rumors, or suggestive remarks
- Physical violence, sexual assault

You can report sexual harassment to any school staff member or Title IX Coordinator, Amanda Dorey, 425-837-7000 doreya@issaquah.wednet.edu

You also have the right to file a complaint (see below). For a copy of your District’s sexual harassment Regulation and procedure, contact your school or district office, or view it online here:
COMPLAINT OPTIONS: DISCRIMINATION AND SEXUAL HARASSMENT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint.

Before filing a complaint, you can discuss your concerns with your child’s principal or with the school District’s Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

Complaint to the School District

Step 1. Write Out Your Complaint
In most cases, complaints must be filed within one year from the date of the incident or conduct that is the subject of the complaint. A complaint must be in writing. Be sure to describe the conduct or incident, explain why you believe discrimination, discriminatory harassment, or sexual harassment has taken place, and describe what actions you believe the District should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to the Superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint
Once the District receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the District will notify you in writing to explain why staff needs a time extension and the new date for their written response.

Step 3: School District Responds to Your Complaint
In its written response, the District will include a summary of the results of the investigation, a determination of whether or not the District failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring the District into compliance with civil rights laws. Corrective measures will be put into effect within 30 calendar days after this written response—unless you agree to a different time period.
**Appeal to the School District**

If you disagree with the District’s decision, you may appeal to the District’s Board of Directors. You must file a notice of appeal in writing to the secretary of the Board within 10 calendar days after you received the District’s response to your complaint. The Board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The Board will send you a written decision within 30 calendar days after the District received your notice of appeal. The Board’s decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

**Complaint to OSPI**

If you do not agree with the District’s appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI).

This is a separate complaint process that can take place if one of these two conditions has occurred:
(1) you have completed the District’s complaint and appeal process, or
(2) the District has not followed the complaint and appeal process correctly.

You have 20 calendar days to file a complaint to OSPI from the day you received the decision on your appeal. You can send your written complaint to the Equity and Civil Rights Office at OSPI:

*Email: Equity@k12.wa.us | Fax: 360-664-2967*
*Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200*

For more information, visit [www.k12.wa.us/Equity/Complaints.aspx](http://www.k12.wa.us/Equity/Complaints.aspx), or contact OSPI’s Equity and Civil Rights Office at 360-725-6162/TTY: 360-664-3631 or by e-mail at equity@k12.wa.us.

**Other Discrimination Complaint Options**

*Office for Civil Rights, U.S. Department of Education*

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov
**Student Conduct Regulation & Behavior Management Guidelines**

**Behavior Guidelines**
To provide a positive learning environment for all children at Apollo, we have developed the following behavior guidelines. The behavior guidelines below are applicable in all settings in the school; they should be followed at recess, in the cafeteria, on the bus, in the halls, in the classroom, etc. Because it is in the best interest of all of us to work together, we ask that you review them with your child. Expectations are taught and behavior is modeled and discussed throughout the year beginning with the first day of school and includes much positive student recognition.

In addition, any student, who willfully performs any act which materially interferes with, or is detrimental to, the orderly operation of a school-sponsored activity, or any other aspect of the educational process within the Issaquah School District, will be subject to discipline, suspension, or expulsion.

The District requires that each student adhere to the rules of conduct and submit to corrective action taken as a result of conduct violations. The rules of conduct are applicable during the school day as well as during any school activity conducted on or off campus. Special rules are also applicable while riding on a school bus.

Students are expected to:
A. Conform to reasonable standards of acceptable behavior;
B. Respect the rights, person and property of others;
C. Preserve the degree of order necessary for a positive climate for learning;
D. Submit to the authority of staff and respond accordingly.

Student discipline, suspension, and/or expulsion will be administered in such a manner as to take into consideration the nature, severity, and circumstances of the violation, the individual circumstances of the student, and prior or other forms of corrective action or discipline which may have been imposed. A complete copy of Regulation 3240 and related Regulations are available on the District’s website.

Any action, which removes a student from school for longer than one day, will comprise a “disciplinary action” and will be documented.

**Prohibition of Harassment, Intimidation, and Bullying**
If a student feels that he or she is being harassed, intimidated, or bullied for any reason including because of race, creed, color, national origin, ancestry, gender, sexual orientation, or disability, the student should immediately report such incidents to a teacher, counselor, or building administrator. A complete copy of Regulation 3207 may be obtained at any school or on the District website at [www.issaquah.wednet.edu](http://www.issaquah.wednet.edu).
“Harassment, intimidation or bullying” is defined for purposes of this Regulation as any intentional written message or image - including those that are electronically transmitted, verbal or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability, or other distinguishing characteristics, when the act:

1. Physically harms a student or damages the student’s property; or
2. Has the effect of substantially interfering with a student’s education (for example, substantially interfering with classroom performance, attendance, or pattern of tardiness) or
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
4. Has the effect of substantially disrupting the orderly operation of the school.

Conduct that may rise to the level of harassment, intimidation and bullying may take many forms, including, but not limited to: urging others to a malicious action “ganging up on someone”; spreading knowingly hurtful rumors, lies, pictures, drawings, or cartoons; slurs; jokes; innuendoes; repeated/ongoing demeaning comments; pranks; ostracism; gestures; verbal or physical aggression directed at a specific student; physical attacks or threats; or purposeful destructive acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images.

**Misbehavior vs. Bullying Behavior**

Bullying is a situation in which one or more students (the ‘bullies’) repeatedly single out a child (the ‘target’) and engage in behaviors intended to harm that child. Bullying is one-sided. A bully frequently targets the same victim repeatedly and on purpose over time. A child who bullies can dominate the victim because the bully possesses more power than the victim (physically stronger, more intelligent, have a larger circle of friends, or possess a higher social standing). Bullying can inflict physical harm, emotional distress, and or social embarrassment or humiliation.

As friendly as our students at Apollo are, it is not out of the norm for students to occasionally have conflicts, argue, tease, not play fair, be left out or play too rough. Some of these behaviors can occur when a student is trying to establish a connection with another student but they may not go about it appropriately. Or a student may get their feelings hurt and push another student at recess. A student may say goofy, inappropriate remarks to another student, but these behaviors usually stop once attention is drawn to that behavior. While these behaviors are unacceptable and mean, they are far different from engaging in bullying behavior.

**Why is it important to not label misbehavior as bullying?**

We need to be careful to recognize the damage that can occur when we overuse or inappropriately use the word ‘bully’. When we label a child as a “bully” it
doesn’t let us see past the label, and view kids as individuals. A child is more than just a "bully" and we need to see their other qualities and strengths. Children have a hard time seeing beyond labels. Once a child has been categorized as a ‘bully’, that label can follow them for life.

We want Apollo Elementary School to be a safe environment where students can share with staff if they feel they are being hurt or treated unfairly by another student. We take that behavior very seriously and will make every effort to see that each child feels safe at our school.

**The Apollo Rocket Way**
At Apollo we recognize students who are good school citizens, thinkers and workers. Staff will be on the look-out for students who exemplify the ways students can demonstrate being safe, respectful, and responsible. Certificates will then be awarded to those students each month and monthly award winners will have lunch with the principal. Student names will be announced over the intercom, photos will be taken, and then certificates and photos will be displayed on the bulletin board in the school hallway.

Students can earn recognition by being:
- Safe
- Respectful
- Responsible

**Rocket Slips**
Rocket Slips are positive behavior reinforcement identifiers given to students when they are following the guidelines of the Rocket Way in their classrooms, in the lunchroom, and at recess to students who make exceptionally good choices and follow the behavior guidelines. All of the Rocket Slips students earn are combined each month to work towards a school-wide reward.

**Classroom Positive Recognition**
Each teacher has a plan for positive classroom recognition for following the class behavior guidelines. This may include verbal praise, team points, special privileges, positive notes, class celebrations, etc.

**When Behavior Issues Occur**
As educators we understand that behavior issues will occur. It is our belief that behavior expectations must be taught and re-taught and that children need guidance in learning to solve the problems related to behavior. The following is a limited list of possible actions that may be used to help students change behavior

**Corrective Action:**
- Problem solving conversation with student and staff
- Conference with parents, student and staff
- Student writes or calls parents to notify them of the infraction
- Development of an individual behavior plan
Discipline Action:
  o Loss of recess
  o Special assignment
  o Restriction of activities
  o Removal from class

Suspension:
  o In-house suspension
  o Short term suspension
  o Long term suspension
  o Emergency expulsion
  o Expulsion

Behavior Reports
Behavior reports and/or phone calls are used to communicate inappropriate behavior to students, parents and staff. Infractions, as well as their severity and consequences, are noted on these reports. Parents should expect teacher and/or principal communications regarding any major infractions.

Referral to the Principal/Assistant Principal
Most discipline and behavior issues can be solved in the classroom and with parent support and ongoing communication. However, there may be the occasional circumstance that requires the immediate attention of the principal/Assistant Principal. These cases usually involve safety but are not limited to behaviors like, aggression, fighting, extreme disrespect, extreme disruption, vandalism, stealing, abusive language, and the misuse of materials or outside objects brought to school.

State and District Policies
Weapons
Weapons - Possession, transmission or use of any object that is or reasonably appear to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to: firearms, ammunition, incendiary or explosive devices, clubs, knives with blades of at least three (3) inches in length, or other cutting or stabbing instruments brought or possessed with the intent to cause bodily harm, or to instill fear and/or intimidate by their mere presence on school property or at school sponsored events, chemical inhalants

Pursuant to RCW 9.91.160, persons over eighteen (18) years of age, and persons between fourteen (14) and eighteen (18) years of age who have written parental permission, may possess personal protection spray devices (i.e., mace or pepper spray) on school property.

No one may deliver such a spray device to anyone under fourteen (14), or to anyone between fourteen (14) and eighteen (18) who does not have written parental permission. Personal protection spray devices may only be used in self-defense as defined by state law. Possession, transmission, or use of a spray device under any other circumstances will be treated as a violation of the District’s rule prohibiting weapons.

Pursuant to RCW 9.41.280, students who possess a dangerous weapon on school premises, school-provided transportation, or areas of facilities while being used exclusively by public schools may be immediately expelled. Law enforcement and parents will be notified. Pursuant to RCW 28A.600.420, students who possess a
firearm must be expelled without an opportunity for readmission for at least one (1) year. This minimum one-year expulsion will also apply to students who act with malice and display an instrument that appears to be a firearm on public school property, transportation, or other facilities being used exclusively by public schools. The superintendent of the School District or educational service District may modify the expulsion of a student on a case-by-case basis.

**Drug Free/Tobacco Free/Gun Free Zone**
In accordance with State Law and District Regulations 4215 and 5201, all schools and school property are considered to be drug free/gun free/tobacco free zones. The District recognizes that to protect students from exposure to the addictive substance of nicotine, employees and officers of the school District, and all members of the community, have an obligation as role models to refrain from tobacco use on school property at all times. Tobacco includes, but is not limited to cigarettes, cigars, snuff, smoking tobacco, smokeless tobacco, nicotine, nicotine delivering devices, chemicals or devices that produce the same flavor or physical effect of nicotine substances; and any other tobacco innovation.
Dear Apollo Families,

Welcome to the 2021-2022 school year! There are a few Positive Behavior and Social-Emotional Support (PBSES)-related items that we want you to be familiar with that will help Apollo students follow the Rocket Way. Our PBSES team worked on these documents last year and we will be using them school-wide as we continue our PBSES work.

First, we’ve included the positive behavior expectation posters that we use to remind students of our behavior expectations in the common areas. Please review these expectations with your child and make sure they understand what each one means. You can ask them what it looks like and sounds like when they exhibit the different behaviors and also ask them to model the expected behaviors for you.

The next document is our Rocket Slip 101. Our rocket slips are used as a school-wide positive reinforcement for students when they are following The Rocket Way in the hallway, the playground, the bathroom and the bus.

Finally, we have our Think Sheets (primary and intermediate version) which are completed by students when they are asked to take a break or conference with an adult about our behavior expectations. This tool is meant to help students reflect on their behavior and make better choices in the future.

If you have any questions about these documents, feel free to contact Stephanie Wallace, the PBSES Student Support Coach at Apollo.
Rocket Slip101 at Apollo

How Students Earn
- By following or going above and beyond our school-wide expectations.
- See The Rocket Way posters
- Given by any staff member to any student.

Reward Levels
Every Thousand = Apollo Spirit Day.
Themes determined by Student Council.
School-wide Goal of 5000.
When Met: All students will earn the school-wide incentive.

Rocket Slip Info
- GOAL: School-wide positive reinforcement system for behavior; Using common language/expectations school-wide.
- TEACHING: Taught in the classroom explicitly, reinforced in shared spaces (verbal or non-verbal). Refer to posters.
- REWARDS:
  - Individual classes may use Rocket Slips as part of the classroom positive reinforcement system.
  - School-wide incentives will be scheduled throughout the year as the school reaches the school-wide rocket slip goals.

Tips on Reinforcing The Rocket Way at Home
- Ask your child if they’ve received any rocket slips, and what they got them for.
- Remind them of the behavior expectations at school.
- Provide positive feedback when your child earns rocket slips at school.
Behavior ThinkSheet

Why were you asked to take a break?

How does this make others feel?

Tip (ria), Wear (th), Care (e), Lift (slf), On CJ

because

Next time, what will you do differently?

Teacher signature:______  Parent signature:______
Behavior Think Sheet

What I did:

How my words or actions made others feel:

HAPPY  EMBARRASSED  SCARED  SAO  ANGRY  FRUSTRA TED

Because:

What I will do to fix my mistake or make amends:

What I will do differently next time:

__________________________  ____________________________  ____________________________
Student Signature  Staff Signature  Parent Signature
Required Signatures

2021-2022

*Please sign below acknowledging that you have received and read through this Student & Parent Handbook (including the Student Conduct Regulation) and District Handbook with your child/children. Bring this page to your teacher along with any other school required forms on the student’s first day of school for 2021-2022.

We have read and understand the procedures and expectations of Apollo Elementary School students and agree to abide by these guidelines.

Parent Name ________________________________

Parent Signature ________________________________

Student Name ________________________________

Student Signature__________________________ Grade____

Student Name ________________________________

Student Signature__________________________ Grade____

Student Name ________________________________

Student Signature__________________________ Grade____