



Bellevue Big Picture School

2020 – 2021* STUDENT HANDBOOK

*Includes COVID 19 and Remote Learning supplement.

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Main Office 456-7800

Main Office Fax 456-7805

Counseling Center 456-7806

Attendance Office 456-7808

School Safety Tip Line 456-4299

Nurse 456-7855

COMMUNITY RESOURCES

Bellevue Safe Rides 425-688-5438

Children's Protective Services 800-562-5624

Teen Link 206-461-4922

Youth Eastside Services 425-747-4937

Alcohol/Drug 24 Hour Hotline 800-562-1240

Alcohol/Drug Teen Line 206-722-4222

Language Phone Lines

English

425-456-4111

Español

425-456-4254

Русский

425-456-4280

中文

425-456-4282

한국어

425-456-4283

日本語

425-456-4281

Tiếng Việt

425-456-4284

Crisis Clinic (24 Hour Suicide Hotline)

206-461-3222 or 866-427-4747

Domestic Violence (24 Hour Hotline)

800-562-6025

Poison Information Center

800-222-1222

WEBSITESBellevue District Website <http://www.bsd405.org>Bellevue Big Picture Website <http://www.bsd405.org/bigpicture/>Big Picture PTSA Website <http://www.bigpicbsd.my-ptsa.org/>

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BELLEVUE BIG PICTURE SCHOOL MISSION:

To prepare all students for success in college, career, and citizenship through personalized, rigorous and relevant learning experiences.

BSD Vision:

To affirm and inspire each and every student to learn and thrive as creators of their future world.

BSD Mission:

To serve each and every student academically, socially, and emotionally, through a rigorous and relevant education that is innovative and individualized. As a learning community that values one another's humanity, we provide courageous support for an equitable and exceptional education for all students.

Big Picture School Goals:

Bellevue Big Picture's curricular program is led by the Equity and Inclusion Leadership Team, which provides oversight to ensure all programs continuously improve academic and social-emotional outcomes for all students. The school maintains a commitment to growing Project Based Learning across all curricular areas, due to the opportunity for student voice and choice in this teaching and learning approach. The school will refine its implementation of the Big Picture design features each year, including advisory, personalized learning plans, Learning Through Internships (LTI), student-led conferences, and college and career exploration.

In conjunction with the curricular program development, the school will continue to focus on developing a strong and supportive school culture. The two main initiatives to support school culture are Positive Behavior Interventions and Supports (PBIS), which includes the Panther PROWL behavior expectations and PROWL Slip recognition, and Restorative Practices, which includes implementing academic and community building circles in classrooms and using restorative conferencing to resolve conflicts. Additional programs to support a positive school culture include weekly Pick Me Up (PMU) assemblies, anti-bullying curriculum, positive student recognition programs and after school co-curricular activities.

Lastly, the school will continue to focus on family and community engagement. With each new high school class, community partnerships are made to support the internship program. In addition, partnerships with parents, colleges, businesses and non-profits are formed to support all students with academic success and college and career readiness. The school will continue to recruit, train, and support mentors. The school will design and host parent information nights on the core features of the school including project-based learning, standards-based grading, and technology integration. They will stretch out into the community to promote the school to district students during the open enrollment period and will showcase innovative practices to other educators in the district and beyond.

Bellevue Big Picture Guiding Principles: The school was designed around the Big Picture Learning philosophy and 5 guiding principles -**Personalization, Adult World Connection, Common intellectual Mission, Shared Leadership and Responsibility, Supportive Partnerships**

Guidelines for Success: At Big Picture, three guidelines for success frame our work. Students are acknowledged within classes and at PMU's for demonstrating: **Positive Relationships, Ownership of Learning and Leadership.**
Bellevue Big Picture School PROWL

Staff and Students Commit to Join the Panther PROWL at Big Picture!

Positive Relationships	Treat each other well.
Ownership of Learning	Self-management and making good choices.
Leadership	Doing what is right to take care of the physical space around you and the school community – no matter who is or isn't watching!

REMOTE LEARNING SUPPLMENT

Bellevue School District will begin school this fall with remote learning for all families. The current plan is to evaluate the remote start for all after the first six weeks of school.

- I. **Schedule**
- II. **Attendance**
- III. **Grading**
- IV. **Virtual Learning PROWL**
- V. **Tech Responsibility**

Secondary Full Remote Schedule

8:00 Start Time (Bellevue, Interlake, Newport, Sammamish, Big Picture, International)

Time	Monday	Tuesday	Wednesday			Thursday	Friday
			Time	Week 1	Week 2		
7:00 – 7:50	Period 0*		7:15 – 7:55	Period 0*		Period 0*	
8:00 – 8:50	Period 1	Period 5	8:00 – 8:40	Period 1	Period 5	Period 1	Period 5
9:00 – 9:50	Period 2	Period 6	8:45 – 9:25	Period 2	Period 6	Period 2	Period 6
10:00 – 10:50	Period 3	Period 7	9:30 – 10:10	Period 3	Period 7	Period 3	Period 7
11:00 – 11:50	Period 4	Period 8*	10:15- 10:55	Period 4	Community	Period 4	Period 8*
12:00 – 12:30	Lunch	Lunch	11:00– 12:00	Asynchronous	Asynchronous	Lunch	Lunch
12:30 – 1:10	Period 1	Period 5				Period 1	Period 5
1:15 – 1:55	Period 2	Period 6				Period 2	Period 6
2:00 – 2:40	Period 3	Period 7				Period 3	Period 7
2:45 – 3:25	Period 4	Period 8*				Period 4	Period 8*

Synchronous learning/Asynchronous learning

*Period 0 – 7:00 – 7:50 - Monday, Thursday, and 7:15 – 7:55 Wednesday (Week 1) – 3-Hour WANIC Skill Center Programs ONLY

Attendance

- Attendance will be taken 1 time each day for each scheduled period.
- Attendance will be taken by the teacher **no later than 10 minutes into class**

3. Student will be Tardy if not logged into the class on time.
4. Student is considered absent if he/she misses .50 of the class or more.
5. **9/3/2020 – 10/2/2020** Teachers will use **RLA** to report absent students and TU to report students Tardy
6. **10/5/2020 – 6/22/2020** Teachers will use **ABS** to report Absent Student and TU for Students who are Tardy.

Additional attendance codes added for the 2020-2021 school year are described below. These new codes are all considered to be Excused Absences will be used starting October 5, 2020.

Code	Title	Description	Type
ICO	Covid 19 Illness	Student has been tested positive for Covid 19 or has Covid like Symptoms	Excused Reported to State
QUA	Quarantine	<ul style="list-style-type: none"> • Student has been exposed to Covid 19 • Other medical reasons for being Quarantined 	Excused Reported to State
SOC	Covid 19 Support	<ul style="list-style-type: none"> • Student must go to a job due to parent unable to work due to Covid 19. • Student must watch younger siblings due to parent having Covid 19 	Excused Reported to State
PRC	Covid 19 Present remotely	Student who has been quarantined, yet is attending remotely	Excused Presence will be considered “present” and is needed for Health purposes. NOT Reported to State
TI	No Internet or Technology	Student does not have the technical capability to attend school remotely	Excused Reported to the State

WAC 392-401A-020 Excused absences from in-person learning or remote learning. New additions due to COVID:

- (m) Absences related to the student’s health, or medical appointments due to COVID-19;
- (n) Absences related to caring for a family member who has health condition, or medical appointment due to COVID-19;
- (o) Absences related to the student’s employment or other family obligations due to COVID-19 until other ;
- (p) Absences due to the student’s parent’s work schedule or other obligations;
- (q) Absences due to the student’s lack of necessary instructional tools, including internet broadband access or connectivity;

If a student is either has been tested positive for Covid 19 or is being quarantined due to exposure of Covid 19, Staff will enter either ICO or QUA for the appropriate dates needed to Quarantined depending on date of exposure or diagnosis. a. Example: If student was exposed on October 2, reported to the school on October 5 – school days October 5 through 16 would need to have the QUA code. This would cover 14 days from when the student was exposed on October 2.

If a student has Pre-Arranged attendance code of **ICO, QCO or SOC** and the student is attending remotely, **Teacher will notify Attendance staff.** At that time, the Attendance Staff will change the code for the day attended to **PRC. This will be a daily change reported to the Attendance secretary.**

Grading

Middle School

Assessment Scale and general descriptors used in school-wide rubrics and grading: 2020-21

Level	Description
Level 0: No Evidence	<ul style="list-style-type: none"> • Student has not submitted the requisite amount of evidence to demonstrate any level of understanding of the learning target.
Level 0.5	<ul style="list-style-type: none"> • Even with help, student does not know any of the simple or complex knowledge and skills.
Level 1: Beginning	<ul style="list-style-type: none"> • With help, student is beginning to identify simple concepts, develop vocabulary, and/or use skills. They are unable to make connections among ideas or extend the information. • Operating at a recall and replication level. • Shows little connection to previously explored concepts; ideas are isolated. • While instructors may expect all students to perform at this level at the beginning of instruction, subsequent practice should lead to increased levels of performance. • Recall and recognition of information
Level 2: Approaching	<ul style="list-style-type: none"> • Student demonstrates some level of understanding and knows all of the simple knowledge and skills of the learning target. Inconsistent.

	<ul style="list-style-type: none"> • Student can correctly identify some concepts and/or vocabulary , and/or use some skills. • Student cannot make connections among ideas, prior learning or demonstrate their learning without support. • Comprehension of information.
Level 3: Meeting	<ul style="list-style-type: none"> • Student knows all the simple knowledge and skills as well as the complex knowledge and skills related to the learning standard. Competence. • Students are independently able to meet the core standard and use concepts, skills, and/or vocabulary. Explains concepts with details. • Students understand not just "what" but can correctly explain and/or demonstrate the "how" and "why." Student can demonstrate understanding of interconnected details. • Analysis of information.
Level 4: Exceeding	<ul style="list-style-type: none"> • Demonstrates an in-depth level of competence of the learning target. • Consistently applies concepts to new situations. • Extends ideas and draws on connections to real-world situation. • Thoroughly explains concepts and analyzes topic with detailed and insightful supporting evidence. • Shows high level of creativity and sophistication • Student knows all the simple and complex knowledge and skills and independently and consistently demonstrates extensions and/or applications of their knowledge in new situations. • Students can create analogies and/or find connections, integrating areas of study. • Application/utilization of information
*1.5, 2.5, 3.5	<ul style="list-style-type: none"> • Students are in between 2 scores and demonstrate some knowledge in both levels.

proficiency within content-specific standards. Up to 20% will be based upon demonstration of proficiency within 21st-Century Skills-based Standards such as Communication, collaboration, critical thinking and creativity. Scores will be entered for each content standard and those scores will be averaged together for a total score for each strand. These overall strand scores will then be averaged together for the final course grade and converted to letter grades as outlined in the table below.

Standard Strand Score Average	3.5-4.0	2.6-3.49	2.0-2.59	1.5-1.99	<1.5
Letter Grade	A	B	C	D	F

- There are no pluses or minuses in the district. Students will only receive an A, B, C, D, or F for each course on their report card.
- These conversions are **not** the same as G.P.A conversions for letter grades. A GPA conversion is a way of translating a letter grade to a number. For example, in a GPA conversion A is 4.0, B 3.0, C 2.0, D 1.0 and an F is 0.0. Our system is for converting a numerical score (1-4) to a letter grade.
- **Formative Assessments:** Class work and scaffold assessments leading up to summative assessments are called "formative assessments" and are used as feedback for students and advisors. Advisors will enter formative assessments in the Gradebook so parents, students, and advisors can track student progress, but formative assessments will not count towards a student's subject-area standards grade. Students are expected to complete all formative assessments to ensure mastery of content standards.

Students **may** be assigned required an afternoon meeting in Teams until the required missing work is completed.

- **Summative Assessments:** Summative assessments are used to measure the level of understanding of a given standard or benchmark. Summative assessments will be given after students have had a chance to practice the content or skills being assessed. All summative assessments will be used to calculate students' final grades.

Grades and Assignments: Synergy, Teams, and OneNote

All grades will be posted online in Synergy and accessible by students and parents. To access grades or check turned in assignments go to the BSD website or <https://wa-bsd405-psv.edupoint.com/>. If a student needs to discuss grades, please email your teacher for an appointment time in Teams during an afternoon.

All students are expected to regularly track their missing assignments in Synergy and/or Teams. We usually allow advisory time for grade checks on Fridays, but students should make this part of their daily routine. Parents are encouraged to check Synergy, Teams assignments, and/or OneNote to review their child's courses with them.

Every class will post assignments in Teams and use a Teams OneNote digital notebook as the class source. OneNote is where most formative and some summative (project) work will be located. Parents will have access to their student's class OneNotes.

Turning in Assignments, Returning Assignments to Students and Make-Up Work

Students are expected to turn in daily assignments and homework in class or online. These assignments are reviewed and/or graded by their teacher and completed work is passed back to students directly on a regular basis. As a rule, if a student has an excused absence, they have as many days to complete the make-up work as they were absent. It is recommended the student check OneNote/Synergy/Teams for missed assignments while absent and check-in with the instructor immediately upon their return to class.

Late Work Policy

- Late work will be accepted if coordinated with your teacher within a reasonable time frame (as determined by your teacher) of the due date of an assignment/project.
- Late work will not be accepted after the end of the quarter or semester.

Retake Policy:

- Each teacher will communicate which summative assessments are eligible to be resubmitted and the process for resubmission.
- Resubmission or retake of summative work may require an afternoon meeting in Teams with your teacher to receive support, direction, and make a plan for resubmitting or retaking the assignment.
- Resubmission or retake of summative work must be turned in before 7 days to the end of the quarter or semester in order to allow for re-scoring.

High School

Standards Based Grading (SBG) Overview: Bellevue Big Picture School uses Standards Based Teaching, Assessment and Grading. This educational philosophy clearly aligns our instruction and assessment with state and national standards. Grades are based on the

National Common Core Curricular Standards (www.corestandards.org), Washington State EALR's (www.k12.wa.us), and 21st Century Skills.

Assessment and grading are designed to reflect and accurately communicate which standards students meet or exceed and which need improvement at any given time. As students demonstrate their learning in class, grades are entered to show current understanding. Students who have not yet demonstrated proficiency of a particular standard are empowered to take responsibility for their own mastery of learning and continue to work and improve their mastery of the concept and will have multiple opportunities to demonstrate their proficiency until they meet or exceed standard.

Assessment Scale and general descriptors used in school-wide rubrics and grading: 2020-21

Level	Description
Level 0: No Evidence	<ul style="list-style-type: none"> • Student has not submitted the requisite amount of evidence to demonstrate any level of understanding of the learning target.
Level 0.5	<ul style="list-style-type: none"> • Even with help, student does not know any of the simple or complex knowledge and skills.
Level 1: Beginning	<ul style="list-style-type: none"> • With help, student is beginning to identify simple concepts, develop vocabulary, and/or use skills. They are unable to make connections among ideas or extend the information. • Operating at a recall and replication level. • Shows little connection to previously explored concepts; ideas are isolated. • While instructors may expect all students to perform at this level at the beginning of instruction, subsequent practice should lead to increased levels of performance. • Recall and recognition of information
Level Approaching 2:	<ul style="list-style-type: none"> • Student demonstrates some level of understanding and knows all of the simple knowledge and skills of the learning target. Inconsistent. • Student can correctly identify some concepts and/or vocabulary, and/or use some skills. • Student cannot make connections among ideas, prior learning or demonstrate their learning without support. • Comprehension of information.
Level 3: Meeting	<ul style="list-style-type: none"> • Student knows all the simple knowledge and skills as well as the complex knowledge and skills related to the learning standard. Competence. • Students are independently able to meet the core standard and use concepts, skills, and/or vocabulary. Explains concepts with details. • Students understand not just "what" but can correctly explain and/or demonstrate the "how" and "why." Student can demonstrate understanding of interconnected details.

	<ul style="list-style-type: none"> • Analysis of information.
Level 4: Exceeding	<ul style="list-style-type: none"> • Demonstrates an in-depth level of competence of the learning target. • Consistently applies concepts to new situations. • Extends ideas and draws on connections to real-world situation. • Thoroughly explains concepts and analyzes topic with detailed and insightful supporting evidence. • Shows high level of creativity and sophistication • Student knows all the simple and complex knowledge and skills and independently and consistently demonstrates extensions and/or applications of their knowledge in new situations. • Students can create analogies and/or find connections, integrating areas of study. • Application/utilization of information
*1.5, 2.5, 3.5	<ul style="list-style-type: none"> • Students are in between 2 scores and demonstrate some knowledge in both levels.

Overall Grade Calculation: At least 80% of each student’s grade will be based upon demonstrated proficiency within content-specific standards. Up to 20% will be based upon demonstration of proficiency within 21st-Century Skills-based Standards such as Communication, collaboration, critical thinking and creativity. Scores will be entered for each content standard and those scores will be averaged together for a total score for each strand. These overall strand scores will then be averaged together for the final course grade and converted to letter grades as outlined in the table below.

Standard Score Average	3.5-4.0	2.6-3.49	2.0-2.59	1.5-1.99	<1.5
Letter Grade	A	B	C	D	F

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Formative Assessments: Class work and practice assessments leading up to summative assessments are called “formative assessments” and are used as feedback for students and teachers. Some formative assessments will be in the gradebook but formative work does not affect a student’s overall grade. Formative assessments help to ensure mastery of content standards and students are expected to complete them. **Students may be required to attend afternoon check-ins until the required missing work is completed.**

Summative Assessments: Summative assessments are used to measure the level of understanding of a given standard or benchmark. Summative assessments will be given after

students have had a chance to practice the content or skills being assessed. Summative assessment scores will be used to calculate a student's overall grade.

Grades and Assignments: Synergy, TEAMS, and OneNote

All grades will be posted online in Synergy and accessible by students and parents. To access grades or check turned in assignments go to the BSD Website or <https://wa-bsd405-psv.edupoint.com/>. If a student needs to discuss grades please make an appointment with your teacher for an appropriate time.

All students are expected to track their missing assignments in TEAMS and Synergy regularly. We usually allow advisory time for this on Fridays, but students should make this part of their daily routine. Parents are encouraged to check Synergy and OneNote to review their child's courses with them.

Every class will use a TEAMS OneNote Digital Notebook as the class notebook. This is where most formative and some summative (project) work will be located. Parents will have access to their student's class One Notes. Watch for Emails as teachers will provide more information on access to class One Notes.

Daily Assignments will be posted in the ASSIGNMENT tab in TEAMS. There you will find the assignment description and links to the necessary OneNote page or other application (Forms, Flipgrid, Nearpod, etc.)

Re-Assessment:

- Students will be allowed to re-assess specific summative assignments as indicated by the teacher for full credit.
- Some teachers will incorporate re-assessment for the whole class and some will do it on an individual basis
- If your teacher is assigning retakes on an individual basis, communicate with them clearly about what you need to redo and how/when you will do it.
 - This is important so your teacher can create reassessment that matches what you need, and to support your learning.
- Communication with your teacher may look like: reflection sheet; an email; a small group or one on one meeting or other communication method determined by the teacher.

Late Work:

- Students will be allowed extensions past regular due dates for certain assignments as determined by a conversation between teacher and student.
- If you need more time on an assignment, it needs to be arranged before the due date.
 - This is important so that your teacher knows what to help you with.

- The deadline to turn in late work will be 7 days before the end of each semester. Check with your teacher for any exceptions to this.
- Communication with your teacher may take place in the form of an email, a chat message, an extension form, a meeting, or other form as determined by the teacher.
- If you are responsible for work as part of a group project, communicate with your team as well as your teacher.
- Extensions are already given for many IEP and 504 accommodations so be aware of whether this applies to you.

Absences and Make-up Work:

If you miss a live class session you should do the following:

- Go back to the meeting and watch the recording and scan through the chat to see what happened
- Check your "Assignments" section of Teams and any other relevant calendars provided by the teacher to see if anything was assigned
- Send a message to the teacher and/or classmates if you still have questions on content or work expectations

Similar to the Late Work expectations, the most important thing you can do is to communicate clearly with your teachers so everyone knows how best to help you and when new due dates will be.

Remember that attendance will be taken during live morning sessions. Check with your teacher and classmates about how to catch up on any missing content or work in a reasonable time frame.

Cheating and Plagiarism Guidelines

Students who plagiarize or cheat on assignments will receive an incomplete grade for that assignment and must re-do it or a similar assignment. Students will have three days to conference with their advisor and complete a plan outlining the difficulties that led them to plagiarize, the steps they will take to redo the assignment, and their proposal for re-establishing trust with their advisor. Parents will be notified immediately. If it happens more than once, the student, parent and advisor will conference with the principal to discuss further disciplinary consequences. Please follow the discipline policy in the student handbook for academic honesty. This may include, but is not limited to, copy and pasting, not citing sources, allowing someone else to use your work, and reusing work.

Virtual Learning PROWL

Positive Relationships	<ul style="list-style-type: none"> • Actively listen and speak to others - use positive and supportive language • Respect the diversity of others and their ideas • Be there for others with support and compassion
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	<ul style="list-style-type: none"> • Be patient with teachers and peers as we learn how to use Teams together
<u>Ownership of Learning</u>	<ul style="list-style-type: none"> • Log in on time and actively participate in learning during scheduled class time • Ask for help from staff and peers when appropriate • Perseverance through challenges • Use the resources provided by your teachers to compete assignments independently or with the help of classmates and staff
<u>Leadership</u>	<ul style="list-style-type: none"> • Close all tabs and windows not directly related to instruction during class time • Encourage others' thinking and ideas in the chat and when speaking • Schedule tutorial check-in with teachers when you need help or miss class

- Keep chat feed school appropriate and on topic
- Make sure your microphone is muted when entering meetings to limit disruption
- Only manipulate your technology
- Check email, Teams, and OneNote regularly

Tech Responsibly

Selected Components from BSD Procedure 2022 Student Acceptable Use of District Network

Unacceptable/Prohibited Network Use

Includes but is not limited to:

1. Commercial Use: Using the District network for personal or private gain or benefit, commercial solicitation and compensation of any kind is prohibited.
2. Political Use: Using the District network for political purposes in violation of federal, state, or local laws is prohibited. This prohibition includes using District computers to assist or to advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office.
3. Illegal or Indecent Use: Using the District network for illegal, bullying, harassing, vandalizing, inappropriate or indecent purposes is prohibited.
 - a. 1. Illegal activities are any violations of federal, state, or local laws (for example, copyright infringement, publishing defamatory information, or committing fraud).
 - b. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that have the purpose or effect of creating an intimidating, hostile, or offensive

environment or interfering with an individual's work or school performance, or with school operations.

- c. Vandalism is any attempt to harm or destroy the operating system, application software, or data.
- d. Inappropriate use includes any violation of the purpose and goal of the network.
- e. Indecent activities (including accessing, storing, or viewing pornographic, indecent or otherwise inappropriate material) are in violation of generally accepted social standards for use of publicly-owned and operated equipment.

D. Disruptive Use: The District network may not be used to interfere or disrupt other users, services, or equipment. For example, disruptions include distribution of unsolicited advertising ("Spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of District computers or other resources accessible through the District network ("Cracking" or "Hacking"). The District will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or any other errors or omissions. The District will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the network or the Internet.

STUDENT SCHEDULES AND REQUIREMENTS

DAILY SCHEDULE

There is an early release district wide on Wednesdays. With the exception of Wednesdays, the regular school day includes a daily tutorial. Students may be assigned to tutorial by their teachers, and/or they may choose to go to tutorial in a specific class to get more individualized attention from a specific instructor. Regular tutorial attendance of all students is encouraged. Middle School classes begin at 8:30am and end at 3:30pm, Monday, Tuesday, Thursday, and Friday. On Wednesday, the day runs 8:30-2:00 pm for Middle School. High School classes begin at 8:20am and end at 3:20pm Monday, Tuesday, Thursday, and Friday. On Wednesday, the day runs from 8:20-1:20 pm.

TUTORIAL

Tutorial meets Mon, Tues, Thurs, and Fri for 30 minutes following school in all teachers' rooms. This time is designated for students needing extra help, to complete missing assignments, or to take make-up tests. If students are on campus during this time, they need to be in a teacher's room for tutorial.

FULL SCHEDULE REQUIREMENTS

All 6th-10th grade students are required to have a full schedule. All 11th and 12th grade students are encouraged to take a full schedule each semester but may opt to earn six credits instead of seven. **Students are expected to be off school grounds or in the main office for quiet study during any open period.**

HIGH SCHOOL GRADUATION REQUIREMENTS

Beginning with the class of 2019, students must earn a minimum of 24 credits. Each semester class is worth 0.5 credits. Specific graduation requirements are listed in the course description booklet. High School students must earn a minimum of forty (40) hours of Community Service and earn a minimum cumulative 2.0 grade point average (GPA) in order to receive a diploma. Activity/Athletic eligibility also requires a minimum 2.0 cumulative GPA. State assessments are also required. Successful completion of Washington State History/Government is a high school graduation requirement. Washington State History/Government instruction occurs in the 7th and 8th grade in the Bellevue School District. Students who transfer into the Bellevue School District after 7th grade will be required to satisfactorily complete Washington State History/Government curriculum in order to meet the graduation requirement. High School registrars will note successful completion of Washington State History/Government on students' transcripts.

RETAKING A COURSE

A student may attempt to improve the grade of a course previously passed or failed by retaking the course at Big Picture School. Students may take the course at another facility provided they receive prior approval from an Executive Director of Teaching & Learning. The highest grade earned becomes the grade of record and is computed into the cumulative credits and GPA. The other course attempt stays on the transcript. It is the student's responsibility to initiate contact with the school's registrar to have the grade corrected on the transcript although, on occasion, this transfer occurs naturally.

SCHEDULE CORRECTIONS

Course schedules are student driven. Specific courses are placed in the master schedule based on course selections of individual students from the previous spring. Throughout the registration process, students are informed to select their courses wisely as they will be held to the classes they registered for during Spring Registration. Any request for a schedule change must be submitted before the tenth day of the beginning of the semester by initiating and securing an appointment with a counselor or administrator. Strong consideration will be given to requests which involve schedule corrections to include but not limited to inaccurate level placement and readjustments needed due to summer school completion. It is anticipated these changes would be very limited and only for significant extenuating circumstances. Schedule change requests after ten days into the semester must be initiated by meeting with a counselor. Again, only requests that include significant extenuating circumstances will be considered. After ten class days, the withdrawal policy indicates that a student will be withdrawn with an F grade unless there are significant extenuating circumstances.

GENERAL INFORMATION

DROP OFF/PICK UP

School opens at 7:45 AM. Students are to be dropped off with enough time remaining for the student to make it to class on time. Students dropped off 7:45-8:25 must report to the café for supervision. If a student is staying for tutorial, extended tutorial, and/or afterschool activities, they are to be in supervised classrooms. If students are not staying afterschool, they need to be picked up immediately. Any student not getting picked up by 3:35, needs to be in tutorial and under adult

supervision. Afterschool activities typically end by 4:45 pm. Student drop-off is in the main parking lot adjacent to the cafe. Please pull forward to unload students and refrain from stopping in the cross walk. If you are parking and entering the school, please park in the main lot closest to the cafeteria building. For safety reasons, BP does not allow students to remain on campus after school in unsupervised situations.

CLOSED CAMPUS

Big Picture is a closed campus. Students are required to remain on campus from the time they arrive at school until the end of the school day. Permission to leave school grounds during school hours will be granted upon the request of a parent/guardian. If a student leaves campus without permission, disciplinary action will be taken. Our campus is also closed to all non BP students while school activities and classes are in session 7:45am-5:00pm

LOITERING LIMITATIONS

Students must be in a supervised activity at all times. Waiting for parents and rides for more than 10 minutes is considered loitering. Once a student leaves campus, he/she may not return that day unless with a parent/guardian present or for a school function.

CLASS COMPLAINTS/CONCERNS

Our goal as a school community is achievement for all students at a high standard. Complaints, problems or concerns about a child's class should be resolved by the people who are closest to the situation. This achievement is inclusive of academic, social and behavior issues. If issues or concerns in any of these areas arise, a meeting with the teacher, parents, and student will be made. The following process must be followed for resolving classroom/student issues or concerns:

1. Meet with the classroom teacher. Tell the teacher your concerns.
2. With the cooperation of your child, develop a plan for resolving the problem or concern. A good faith effort must be attempted and documented by all involved. Most issues can and will be resolved with this effort.
3. If the problem is not resolved after implementation of the plan, make an appointment with the student's counselor. Share continued concerns and the efforts attempted thus far to resolve the problem. Enlist the counselor's assistance and develop a plan with the counselor for resolving the problem.
4. If the problem is not resolved with the teacher and the counselor, contact the Assistant Principal for an appointment. Bring to the meeting all previous implementation efforts and plans. Clarify with the Assistant Principal what actions can and will be taken in response to your concern.

A decision to make a class assignment change based on classroom concerns is the sole jurisdiction of the building principal. If a class change is warranted, the change will most likely be done within a reasonable break/time period in the academic year, i.e., the end of the term.

FIELD TRIPS

Whenever a student leaves the school grounds for a student activity, a Parent Permission Slip must be completed by a parent or guardian. Form will be completed through [Final Forms](#). **Telephone calls cannot be accepted for authorization at such activities.** Parents chaperones are always

appreciated and interested parents should complete the BSD volunteer authorization process to be eligible to chaperone.

DELIVERING NOTES

Notes or other correspondence to students from parents, activity advisors, and coaches will not be delivered during the school day except in cases of emergency. Please plan ahead for this type of correspondence. Emergencies do not include reminders to stay for tutorial or activity, appointment reminder, etc. In addition, please do NOT text or call your children during class time. They cannot access their cell phones until lunch or after school.

GUESTS FOR DANCES

High School students wishing to bring a guest to a school-sponsored dance must obtain, complete, and return the guest application form at least 3 days prior to the event. The form is available in the main office a few weeks before each dance. After the application is approved, the BP student will receive a guest pass which will allow him/her to purchase a guest dance ticket. Each High School student is limited to bringing only one guest. The administration reserves the right to refuse access to school-sponsored events to non-BP students. Individuals attending the dances as a guest must be under the age of 21. In addition, guests must be at least of high school age to attend high school dances. Middle School students are not allowed to bring guests to school dances.

STUDENT GIFTS

Balloons, flowers, gifts will not be delivered to students during the day because they create an interruption to the learning environment. These items can be held in the office till after school.

VISITORS ON CAMPUS

All visitors to our campus must first sign in at the Main Office and receive a Big Picture name tag. This includes parents and other community members. Visits should be pre-arranged so as not to disrupt the instructional environment or plan the teacher has for that day. Please do not arrive on our campus hoping to meet a teacher during class or tutorial time. If a parent or community member wishes to meet with a staff member, please contact him/her by phone or email to arrange a meeting in advance. If you desire to observe a class in session, please make arrangements with administration in advance.

Non-Big Picture students wishing to visit Big Picture and/or attend classes may only do so for instructional purposes. They must already reside in our attendance area and provide proof of residency. The purpose of these visitations is to facilitate a successful transition for a student from their current school to Big Picture. Visitations for other purposes will be denied. Students' friends, whether they live in the attendance area or not, may not visit campus during school hours. All student visitations must be preapproved by the principal.

For security and safety reasons, should anyone notice an unidentified or unknown person on our campus, please contact a staff member immediately.

POSTING AND DISTRIBUTION OF MATERIALS

Prior to distribution or posting on the campus, all non-school materials must be approved by the school administration to ensure they are in compliance with district policy: Bellevue School District Policy Number 4060: "Non-School Publications" provides specific guidelines for this process. Approved non-school materials may be posted only on the Community Bulletin Boards in the

office. No more than one 8½" x 11" poster is allowed. **School-related materials must be signed, dated, and preapproved by designated school officials prior to posting.** Items may only be posted in the office and in other designated areas throughout the building. All posted items must be removed by the organizing group immediately following the event. Materials that are posted in undesignated areas or that are not in compliance with Big Picture or district policies will be removed.

Food: Students may bring snacks and bottled water (with a closable lid) to eat/drink at appropriate times. Each teacher determines what is an appropriate time or if there even is an appropriate time. Students should never have beverages on tables when using laptops. All food and gum wrappers need to be thrown in the trash cans. Classrooms may lose this privilege if there are ongoing concerns for food wrappers, gum and containers being left on the desks/floors.

Allergy Aware School: While it is not possible to create a completely allergen-free environment, there are students at Big Picture with both environmental and food based allergies, some of which can be life-threatening. Students are asked to be considerate of the needs of their classmates with life-threatening allergies. This includes taking steps to minimize peer exposure to allergens, for example, refraining from exchanging food items. In addition, students should call 911 or seek adult help if a peer exhibits symptoms of a severe allergic reaction, including, but not limited to, a skin rash, vomiting, wheezing or difficulty breathing.

Cubbies and Room Cleanliness: Please clean up after yourself. Food wrappers need to be thrown away. Loose paper, clothes, project materials need to be put away.

EQUITY AND DIVERSITY

Equity and Accountability

All students have an inherent right to an equitable, accessible, inclusive, and culturally responsive learning environment. The District values students' diverse ideas and contributions, and believes that students' identities and backgrounds should actively contribute to their successful academic outcomes and that of their peers. Diversity is a core strength of our District and requires that we work systemically to eliminate racial inequalities and inequities for all marginalized students.

I. COMMITMENTS

The Board commits to:

A. Provide system-wide direction, support, oversight, and shared accountability to advance equity and eliminate inequities in our Bellevue School District community.

B. Affirm, inspire and serve each and every student in our diverse population, especially students who have been marginalized through race or other means, and students who face significant barriers.

C. Create opportunities and remove barriers to identify and nurture strengths in each and every student and to ensure our community can in turn be strengthened by each and every student.

D. Provide ongoing Board development and learning opportunities about inequities and biases that impact students, staff, and families in our community, and about effective strategies for addressing them.

E. Address inequities and biases that create feelings of fear, lack of belonging, and academic and psychological barriers for students, all of which can contribute to reduced academic participation and performance.

F. Work with the District to develop, maintain, and apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District policies and any Board approvals of District plans, budgets, and curriculum materials.

G. Ensure our policies directly address racism and occurrences of racial tension in ways that both provide positive guidelines and expectations, and that direct development of robust reporting and investigation processes.

H. Review and update policies regularly to ensure they proactively advance an equitable and exceptional education for all students. The Board shall conduct an initial prioritized review of its policies within five years of the implementation of this policy and should conduct subsequent prioritized reviews every five to seven years thereafter. The Board shall work with staff to create and maintain a procedure to guide this process.

This policy establishes that our District shall:

A. Adopt curriculum, and teaching and learning strategies, that leverage, reflect, and affirm the unique experiences and social, racial, cultural, linguistic, and familial backgrounds of our Bellevue School District community.

B. Ensure that all students have equitable access to and provision of resources based on their unique needs, including but not limited to, English language learning, advanced learning, free and reduced-price lunches, special education, and homelessness supports.

C. Ensure that all students have equitable access to all District programs including but not limited to all District choice schools, college and career readiness and counseling, sports and activities, and Advanced Placement and International Baccalaureate coursework.

D. Provide concerted universal instructional efforts and extensive and varied intervention opportunities to support all students, including those who face barriers and inequities, to meet key milestones for student growth and achievement, and their own personal growth and learning goals.

E. Ensure disciplinary actions are undertaken without bias and/or disproportionality.

F. Work with the employee groups and staff to ensure that, at least once every three years, and within the first year for all newly hired staff, every staff member participates in professional development that addresses implicit bias, anti-discrimination, cultural responsiveness, and inclusion. For those staff who work directly with the instruction of students and for those who support such staff, the professional development will include training on

culturally responsive instruction and inclusive practices. The Superintendent will ensure professional development in these instructional practices is ongoing and will provide job-embedded opportunities for collaborative learning and application of these practices with respect to other instructional priorities.

G. Implement hiring processes that proactively support the District's commitment to hiring, recruitment, and retention of highly qualified staff of color and that promote and honor other aspects of a diverse workforce.

H. Apply a consistent collection of Critical Criteria, approved by the Board and specified in an accompanying procedure, to the creation and review of all District procedures, the selection of curriculum materials, and the construction of District-wide and program specific plans and budgets.

I. Develop reporting, investigation, communication and accountability processes, particularly related to actions of racism and occurrences of racial tension or other discriminatory actions. Ensure these processes

1. Identify expected behaviors and behaviors we cannot accept.

2. Provide clear responsibilities for staff who observe such behaviors, including any required reporting or other actions.

3. Include guidelines for how staff and volunteers should address racial and other discriminatory tensions that arise in classrooms, hallways, playgrounds, buses, and any other school environments

4. Account for power differences among those reporting, those to whom they report, and those who may be enacting or enabling racism or discrimination.

5. Include clear expectations for follow-up with all relevant parties (including those the actions impact, those reporting, and those alleged to be enacting unwelcome behaviors). J. Foster strong partnerships with diverse groups of parents and stakeholders and increase direct family engagement, especially with families whose students may be marginalized or face barriers.

The Superintendent or designee shall create and maintain procedures, associated with this policy and other relevant policies (cross-referenced in the procedure associated with this policy) as appropriate, to guide how each of the above District commitments will be implemented. The procedure associated with this policy should document and maintain clear measures of success related to each District commitment.

II. CONTEXT AND NEED FOR EQUITY AND ACCOUNTABILITY POLICY

Equity is rooted in the values of our District and we must intentionally and continually work to achieve it. We can only serve each and every student if we live our District values, including showing respect and compassion for each other. Racism, discrimination, and marginalization of any people or groups of people, whether intentional or not, have no place in our community. Such actions damage not only those individuals and groups at which they are directed, but also our community as a whole.

We acknowledge the inequities that many of our students face and that we are challenged to address. District data confirm what broader research shows: many factors impact a student's performance, including but not limited to race, income level, disability, gender, country of origin, mobility, and English proficiency. While these factors may be related to one another, each can independently impact students; and students who experience multiple factors can experience greater barriers.

We recognize that students face inequities that are associated with aspects of their identities and their contexts, including race, ethnicity, culture, disability and learning differences, gender, gender identity, gender expression, sexual orientation, religion, national origin, and when they are acquiring English, or are experiencing homelessness or low-income. We are committed to addressing these inequities and helping each and every student to equitably access learning opportunities in our District to enable them all to thrive.

A. Racial Equity

We are working to ensure that all students, regardless of race, experience a supportive and barrier free learning environment. The District acknowledges the historic existence of institutionalized racism which has systematically limited the educational and societal advancement of people of color, including Black, Hispanic/LatinX, Native American, Asian, and Pacific Islander. The specific barriers of students and families of color exist within a larger, racial context. Historic and contemporary BSD data measuring student achievement, performance, and well-being demonstrate an obvious and predictable gap in outcomes, opportunities, and sense of belonging for students of color, most notably Black/African American and Hispanic/LatinX students, and also Native American, Pacific Islander, and Southeast Asian students.

District and other data sources show that there are many ways that students of color experience school differently. In particular, students of color experience forms of racism and unconscious bias that impact all aspects of their educational experience and that impede and limit how successful students of color can be. Additionally, when students are marginalized from participating fully with peers, all students lose valuable contributions to their learning. This policy aims to pro-actively promote a culture that supports students of all races and backgrounds, and to address both institutional practices and the behaviors of any individuals in the system that perpetuate any sort of biased actions or ambivalence that allows biased actions to inhibit students of color from accessing the opportunities of our District.

B. Inclusion and Full Engagement

We are working to achieve inclusion in our schools such that all students and families have safe and equitable access, feel a deep sense of belonging, and experience a welcoming classroom and school community where instruction is strengths-based, aligned to or exceeds grade-level and subject standards, and to the maximum extent possible, takes place with all grade-level or subject peers. While this goal extends to all our students, it is especially relevant for students with disabilities and students acquiring English. The District recognizes that students with disabilities can be marginalized and often separated from their peer community. We also recognize that these students face

additional barriers when they come from other marginalized groups, particularly students of color. The District is committed to addressing inequities and biases towards students and families whose voice or access has been marginalized in conjunction with their disabilities, and the District is committed to minimizing situations that separate students from their peers and peer learning environments.

C. Approach to Address Inequities

District efforts to bridge inequities will include a combination of programmatic, cultural and systemic efforts. We recognize that each group faces different barriers, challenges and needs, and that the experiences of different groups of students cannot all be addressed in the same ways. While the District may focus particular efforts to address specific inequities, the District will implement such efforts in a way that allows them to serve any students who need such supports.

III. Accountability

To ensure that we are truly serving each and every student, especially those who have been marginalized and those who experience barriers, we will monitor our effectiveness, report, analyze, and adjust our related practices in the following contexts:

- Regular reporting and program planning
- Annual report, including follow up plans, on equity and accountability
- Consistent application of the Critical Criteria

III. ANNUAL EQUITY & ACCOUNTABILITY REPORTING & RECOMMENDATIONS

The Superintendent or designee, in consultation with the Board, will monitor and report, at least once annually, on the progress of the specific commitments identified in the Commitments section of this policy and on the District’s overall progress in removing barriers and effectively serving each and every student. This equity and accountability focused report will identify where success was reached both in terms of the commitments established in this policy and the related outcomes. Specifically, this equity and accountability report will include, though is not limited to, the following:

1. Evaluation of each commitment listed in the commitments section of this policy.

2. Evaluation, with particular attention to those groups of students who have been marginalized and who experience barriers, of multiple relevant measures including, but not limited to:

- Graduation rates
- Discipline referrals • Referrals for special education services
- Student sense of belonging
- College entrance exam [e.g., ACT/SAT] performance
- State test passing rate

- D and F rates in secondary core content areas
- Post-secondary plans

The District should consider other relevant, research, and data-supported measures (qualitative or quantitative) that may be closer to classroom teaching and learning, and should include those as they are identified.

3. Information about, and recommended adjustments the District will make, to programs, initiatives, and resources implemented to remove related barriers, provide needed supports, and increase access and opportunities for students.
4. Any recommendations, if applicable, about relevant changes to District policies, procedures, plans and programs.
5. Updated measures of success for the commitments and initiatives related to this policy
6. A timeline for any follow-up actions and modifications

This reporting will be in addition to any separate program, school, or departmental reports that may also examine overlapping data sets.

The Superintendent or designee, in consultation with the Board, will create and maintain a procedure to identify relevant measures, associated success metrics, and an appropriate monitoring and reviewing schedule. [should also be consistent with Policy 0300]. The associated procedure should be updated as needed each year within three months of the final equity and accountability report.

B. Regular Ongoing Equity & Accountability Reporting

In all reports to the Board and in all District direction-setting reports, outcomes for students who have been marginalized or who experience barriers should be monitored and considered.

Within the context of its strategic and annual planning process, the District will identify and monitor select key milestones for student growth and achievement. Such milestones should hold equitably high expectations for all students and should appropriately account for the personal growth and learning goals of each and every student. The Superintendent or designee, in collaboration with the Board, will develop reporting procedures [including procedure 0300P] that ensure progress monitoring for outcomes for marginalized groups.

C. Critical Criteria Documentation

Application of the Critical Criteria must be documented for each of the following:

1. Policies brought to the Board for first reading.
2. All District plans, budgets and curriculum materials presented to the Board for approval.
3. Changes to District procedures, school handbooks, program and departmental plans, and any other relevant direction-setting documents.

The Superintendent or designee, in collaboration with the Board, will develop and maintain tools to support, and a process to monitor, use of the Critical Criteria, and will document these in an accompanying procedure.

EMERGENCIES

EMERGENCY SCHOOL CLOSURES

The District is a member of the Public Schools Emergency Communications System (PSECS). School closure information is updated through PSECS, which is then accessed by numerous television and radio stations. You can hear closure information and messages by tuning in to a local TV or radio station. Other choices are:

- Internet Sites: <http://www.schoolreport.org>
- Call the School news line at 425-456-4111
- Register for District broadcast email at: www.bsd405.org/districtnotification



EMERGENCY PROCEDURES

Fire: In case of a fire in the school, a loud buzzing alarm will sound. Students should follow instructions from their teacher and/or adult in the nearest vicinity for evacuation. Students must stay with their class and walk at all times. Fire drills will occur several times throughout the year. The alarm will sound and school officials will time how long it takes to evacuate the building. Cooperation is necessary during these drills to assure the safety of all. False alarms will be treated as real fires until proven otherwise. It is against the state law to set off a fire alarm with no cause. The police and fire departments will be involved in an investigation should this occur. Misuse of fire alarms and/or fire extinguishers will result in disciplinary action leading up to suspension or expulsion.

Earthquake: Earthquakes occur without warning. Experts estimate that there are less than five seconds from the beginning of a quake to seek cover. In the event of an earthquake or earthquake drill, students are expected:

- ~To duck under a desk, table or chair
- ~To cover face, head and neck
- ~To hold the furniture protecting them

Students should wait for an all-clear signal before leaving their cover. The teacher will direct evacuation. Once outside, students should stay with their class and listen carefully to all

instructions. Attendance will be taken and further instructions given. Each of these steps will be practiced during earthquake drills.

Decision to Lockdown: Lockdowns will be implemented when requested by law enforcement, fire or school security. Lockdowns will also be used when deemed appropriate by a building administrator. However, administration should not have the final say as to lockdown or not. If staff is able to communicate to the front office information about an incident that requires a lockdown, time should not be spent trying to get “official” approval to start the lockdown if the incident is of a serious nature. Staff should be allowed to start a lockdown in those situations.

EVALUATION/STUDENT PROGRESS

Parent/Family Access to Grades and Attendance

Parents and students may access teachers’ gradebooks and attendance to monitor their child’s progress. This is intended to serve as a communication tool between the school, student and parent, *not to check a student’s progress on a daily basis*.

1. To access student grades, attendance and various assignments go to Synergy. Details for how to do this will be released in mid-September

Student Led Conferences

Student-led conferences will occur for all students 2 times per year. Parents/guardians are welcome to have a conference with any teacher at any time during the year. Please contact your student’s teacher and/or counselor to arrange a conference time that is mutually agreeable.

Progress Reports

Teacher-generated progress reports may be sent home with students any time during the year. Interim Progress reports are mailed home for students with C’s and lower at least 5 weeks before the end of a semester.

Report Cards

Report cards are issued four (4) times during the school year. They are sent home via US Postal Service.

STANDARDS BASED GRADING (SBG) OVERVIEW:

Bellevue Big Picture School is using Standards Based Teaching, Assessment and Grading. This educational philosophy clearly aligns our instruction and assessment with Washington State EALR’s (www.k12.wa.us), National Common Core Curricular Standards (www.corestandards.org), and 21st Century Skills (www.iste.org; www.p21.org). Students are empowered to take responsibility for their own mastery of the standards and will have multiple opportunities to demonstrate their growth and progress. Assessment and the associated grade are designed to reflect and accurately communicate the proficiency with which students demonstrate their mastery of specific standards. The grading scale is designed to communicate their proficiency level and whether or not they exceed or may need improvement in specific standards at any given time.

As students demonstrate their learning in class, grades are entered to show current understanding. Students who have not yet demonstrated proficiency of-a particular standard continue to work

and improve their mastery of the concept and have multiple opportunities to demonstrate their proficiency until they meet or exceed standard.

Assessment Scale and general descriptors used in school-wide rubrics and grading:

- 4 – **Exceeding:** Student shows proficiency in the content/skill and can apply it to new situations.
- 3 – **Meeting:** Student shows proficiency in using the content/skill as it has been introduced in class.
- 2 – **Approaching:** Student understands pieces of the content/skill but is not able to put them together.
- 1- **Beginning:** Student can demonstrate some of the content/skill with help.
- .5 – Even with help, the student does not know any of the simple or complex knowledge and skills.
- 0 – **No Evidence:** No evidence was submitted.

Overall Grade Calculation: At least 80% of each student’s grade will be based upon demonstrated proficiency within content-specific Standards. Up to 20% may be based upon demonstration of proficiency within 21st-Century Skills-based Standards such as communication, collaboration, critical thinking and problem-solving.

Standard Average	Score	3.5-4.0	2.6-3.49	2.0-2.59	1.5-1.99	0.0-1.49
Letter Grade		A	B	C	D	F

- There are no pluses or minuses in the district. Students will only receive an A, B, C, D, or F for each course on their report card. We will also issue a separate narrative report card for each student.
- These conversions are **not** the same as G.P.A conversions for letter grades. A GPA conversion is a way of translating a letter grade to a number. For example, in a GPA conversion A is 4.0, B 3.0, C 2.0, D 1.0 and an F is 0.0. Our system is for converting a numerical score (1-4) to a letter grade. team

Formative Assessments: Class work and scaffold assignments leading up to summative assessments are called “formative assessments” and are used as feedback for students and advisors. These may include practice assignments, practice homework, pre-tests, some quizzes and learning scaffolds leading to project presentations. Advisors will enter formative assignments in the Gradebook so parents, students, and advisors can track student progress, but formative assignments will not count towards a student’s subject-area standards grade. Students are expected to complete all formative assessments to ensure mastery of content standards. Timely completion of all work is important in order for students to get feedback to advance their learning and preparation for the summative assessments. Students may be assigned “mandatorial” (required afterschool tutorial) until the required missing work is completed.

Summative Assessments: Tests, quizzes, some scaffolds of projects, papers, final projects and project presentations are called “summative assessments,” and are given after students have had a chance to practice the content or skills being assessed. All summative assessments WILL be used to calculate students’ final grades.

Make-up and Redo Policies: Each teacher will establish their own make-up and redo policies and communicate those to students in the course syllabus at the beginning of each semester.

21st Century Skills; In addition to content standards, students are also assessed on 21st Century Skills, including the following:

1. Creativity and Innovation
2. Communication
3. Collaboration
4. Critical Thinking

BIG PICTURE LEARNING GOALS:

1. Communication: How do I take in and express ideas? This goal is to be a great communicator: to understand your audience, to write, read, speak and listen well, to use technology and artistic expression to communicate, and to be exposed to another language. Questions which guide this learning goal:

- How can I write about it?
- What is the main idea I want to get across (thesis)?
- Who is my audience?
- What can I read about it?
- Who can I listen to about it?
- How can I speak about it?
- How can technology help me to express it?
- How can I express it creatively?
- How can I express it in another language?

Social Reasoning: What are other people's perspectives on this? This goal is to think like an historian or anthropologist: to see diverse perspectives, to understand social issues, to explore ethics, and to look at issues historically. Questions which guide this learning goal:

- How do diverse communities view this?
- How does this issue affect different communities?
- Who cares about this? To whom is it important?
- What is the history of this? How has this issue changed over time?
- Who benefits and who is harmed through this issue?
- What do people believe about this?
- What social systems are in place around this?
- What are the ethical questions behind this?
- What do I think should be done about this?
- What can I do?

Personal Qualities: What do I bring to this process? This goal is to be the best you can be: to demonstrate respect, responsibility, organization, leadership, time management, and to reflect on your abilities and strive for improvement. Questions which guide this learning goal:

- How can I demonstrate respect?
- How can I empathize more with others?
- How can I strengthen my health and well-being?
- How can I communicate honestly about this?
- How can I be responsible for this?
- How can I persevere at this?
- How can I better organize my work?
- How can I better manage my time?

How can I be more self-aware?
How can I take on more of a leadership role?
How can I work cooperatively with others?
How can I enhance my community through this?

Empirical Reasoning: How do I prove it? This goal is to think like a scientist: to use empirical evidence and a logical process to make decisions and to evaluate hypotheses. It does not reflect specific science content material, but instead can incorporate ideas from physics to sociology to art theory. Questions which guide this learning goal:

What idea do I want to test? (Essential question)
What has other research shown?
What is my hypothesis? How can I test it?
What information (data) do I need to collect?
How will I collect the information?
What will I use as a control in my research?
How good is my information?
What are the results of my research?
What error do I have?
What conclusions can I draw from my research?
How will I present my results?

Quantitative Reasoning: How do I measure, compare or represent it? This goal is to think like a mathematician: to understand numbers, to analyze uncertainty, to comprehend the properties of shapes, and to study how things change over time. Questions which guide this learning goal:

How can I use numbers to evaluate my hypothesis?
What numerical information can I collect about this?
Can I estimate this quantity?
How can I represent this information as a formula or diagram?
How can I interpret this formula or graph?
How can I measure its shape or structure?
What trends do I see? How does this change over time?
What predictions can I make?
Can I show a correlation?

SCHOOL SERVICES

COLLEGE/CAREER RESOURCE CENTER

The Community Partnership Coordinator/ Career Specialist is available to assist students with current career and technical curricular choices, job and career information and opportunities, and with online career interest inventories for post high school educational choices and future vocations. **Naviance Family Connection** is a comprehensive website that students can use to plan for college and a career. Family Connection is linked with Naviance™, a service that counselors use to track and analyze data about college and career plans, so it provides up-to-date information that is specific to our school. **Family Connection** allows you to:

- ♣ Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers; complete a 4 year course plan for high school graduation or college entrance requirements
- ♣ Research colleges – Compare GPA, standardized test scores, and other statistics; explore majors; compare student activities and athletics offered on campus
- ♣ Research careers – Research hundreds of careers and career clusters, and take career assessments; find out what college major is tied to your career choice
- ♣ Create plans for the future – Create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals
- ♣ **Family Connection** web address is: connection.naviance.com/bellevuehs

DAILY BULLETIN

Students are responsible for knowing the contents of the Daily Bulletin. The bulletin is read during first period as needed and is on our website. **Students must submit the proper form signed by an advisor/coach to the front office secretary by 2:00pm the day before the announcement is to be read.** Announcements must relate to school or district functions and are subject to editing.

FREE AND REDUCED LUNCHESES

A parent or guardian must complete the application form, which is available online from the BSD website. Income guidelines for reduced price meals are established by the Federal Government and are on the application.

GUIDANCE SERVICES

A counselor is available to assist students in the areas of academic, post high school, and socio-emotional guidance and counseling. The school counselors does individual and classroom five-year planning of ninth grade through post high school and helps prepare students for standardized testing, soliciting recommendations, writing of college entrance essays, and completing applications and financial aid forms. The counselor is qualified to assist in the interpretation of test scores, to assist in resolving personal problems, and to orient you so that adjustment to school and life is good. Their services are provided to all of our students including accelerated and special needs students. Big Picture also offers services of a school psychologist who works with counselors in completing psychological and academic assessments.

HEALTH SERVICES

The Health Room is located in the Main Office. Health services include care for those who become ill and injured at school, health counseling, and information about community health resources. If you become ill while at school, please let your teacher know, and then report directly to the Health Room for assistance. You may remain in the health room for 15 minutes. After such time, students will either go home, if necessary, or go back to class. You must sign out in the Attendance Office before leaving school due to an illness and **bring an excuse note upon your return.**

InvestEd

This foundation provides assistance to students who are experiencing financial difficulties which could limit their opportunities to participate in the full school program. Please see a counselor or administrator for more information.

LOST AND FOUND

Personal belongings found on campus will be turned into the Main Office. At the end of each semester, unclaimed items will be donated to a local charity.

MEDICATION AT SCHOOL

If medication(s) is to be taken while at school, written instructions from the prescribing physician and parental permission must be obtained for EACH medication. A medication authorization form is available in the main office and must be completed by a physician and returned/faxed to the school nurse. If more than one medication is to be taken, additional authorization forms can be obtained. All medications will be kept and dispensed (as ordered by the physician) by a designated school employee. Prescription and non-prescription medication must be sent in the original pharmacy container. Non-prescription (over-the-counter) medications must be clearly labeled with the child's name, dosage, and time to be given. **NO MEDICATION (prescription or non-prescription) CAN BE GIVEN WITHOUT A PHYSICIAN'S ORDER. There is to be NO sharing of medications of any kind. This will be grounds for immediate suspension.**

MENTORS

Mentors meet with students during the school day to provide special one-on-one attention. Mentors are adult volunteers from the community who are trained and who enjoy working with middle/high school students. Additional information is available from your counselor or advisor.

PEER MEDIATION

The Peer Mediation Program, a student activity offered at each of the middle and high schools in Bellevue, started at Big Picture in the 2016-2017 school year.

The program is providing students a structured way to discuss and resolve conflicts with peers, helping to foster a more respectful, responsible and safe culture at school. At Big Picture, middle and high school peer mediators facilitate the mediation process. The peer mediators work under the guidance of two Big Picture staff advisors. The typical kinds of conflicts that are mediated through this program include conflicts related to friendships, relationships, rumors, gossip, and class dynamics.

New Peer Mediators for this year were selected through an application process led by the two Big Picture staff advisors with input from teachers, counselors, and administrators.

By developing understanding and empathy among students at Big Picture, our peer mediators are helping students find their own solutions to conflicts in peaceful, creative ways.

PEER TUTORING

Peer Tutors are older student volunteers who tutor other students. Students who would like a peer tutor can fill out a request form in the Counseling Office

SCHOOL INSURANCE

Student accident insurance may be purchased through the district. Enrollment forms are available in the main office.

SCHOOL RECORDS

The registrar is responsible for maintaining Permanent Academic Records and all official school records such as transcripts, report cards, and test scores.

TEXTBOOKS

The school district provides textbooks for all students in the district at no cost. Every student is obligated to take good care of all textbooks assigned to them or available in class. PLEASE be sure names are written in ink in the designated place in the book in case it is misplaced. Only books with the assigned number assigned to each student will be accepted as valid when returned. Fines are based on teacher or principal judgment for abuse, misuse or lost books. ***Fines will be assessed for lost or damaged books and may result in holding of the student yearbook.*** No refunds on fines will be given after one year of the issuance of the fine. Also, no refunds on fines will be given if a book is later found that is no longer in use by a course.

Library books may be checked out for 3 weeks, though they may be renewed at any time. Students are responsible for keeping books in good shape, and will be fined a replacement cost if damaged. A \$5 late fee will be assessed for books that are 3 weeks overdue. Book replacement fees (& late fees) will be assessed for books marked lost, although the replacement fee may be waived upon the book's return to the library. Unpaid library fines may hinder students from obtaining yearbooks and student transcripts.

ACTIVITIES AND ATHLETICS

ASB & STUDENT GOVERNMENT

ASB officers- president, vice-president, secretary, and treasurer are elected each year according to the ASB constitution and are responsible for the student body budget and special activities such as spirit days/week and socials. Students may purchase an ASB Card for \$7.50 and an annual for \$30.00. ASB cards and student annuals can be purchased during our August orientation as well as during the school year. ASB cards will be issued early in the fall after student photos are delivered. The student annual is issued at the end of the school year and features student pictures and highlights of activities during the year. Please note that annuals of students having fines at the end of the year will be held until the last day of the school year or until all fines are cleared.

ACTIVITY/ATHLETIC INFORMATION

Involvement in extracurricular endeavors is strongly encouraged. High school students wishing to participate in school sports should contact their attendance area high school athletic department for a list of dates and sports.

Middle school students will have the opportunity, pending sign-ups, to participate in annual offerings. Students will have the opportunity to create a variety of after-school clubs and activities. All Big Picture students who desire to participate in BP school related clubs and sports, are required to purchase an ASB card.

PARTICIPATION IN ATHLETICS AND ACTIVITIES

The Bellevue School District offers students opportunities to extend their learning through extracurricular and after school activity programs. It is the District's intention to provide high quality opportunities for student participation in extracurricular and after school activity programs. To that end:

*The Bellevue 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 or identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator: Jeff Lowell, (425) 456-4010 or lowellj@bsd405.org; Section 504/ADA Coordinator: Heather Edlund, (425) 456-4156 or edlundh@bsd405.org; Civil Rights/Nondiscrimination Compliance Coordinator Alexa Allman, (425) 456-4040 or allmana@bsd405.org. Mailing address for all three: 12111 NE 1st Street, Bellevue, WA 98005.*

*The Bellevue School District is also committed to providing a safe and civil educational environment that is free from harassment, intimidation or bullying. Report harassment, intimidation or bullying with **SafeSchools Alert** or at your school. The Harassment, Intimidation and Bullying Compliance Officer is **Nancy Pham**.*

POLICY 2151 AND PROCEDURE 2151P: INTERSCHOLASTIC ACTIVITIES

A. Preamble

The Bellevue School District (the District) is committed to ensuring an environment where all student participants (participants) have every opportunity to engage in programs aligned with the District's Vision, Values, and Purpose for athletics and activities. It is also important to remember participation in extra-curricular programs is not an entitlement. The district is committed to equitable access to extra-curricular activities for each and every participant and when necessary, an equitable application of corrective action(s) for participants at the discretion of building administrators (Principals or Assistant Principals) and/or Athletic/Activity Director. Corrective actions will be consistent with the District's mission and goals and in the best interest of students. The building administrators (Principals or Assistant Principals) and/or Athletic/Activity Director will ensure that corrective action is consistent, fair and balanced; progressive in nature; and considers the developmental level of the participant. The Athletic/Activities Code of Conduct (the Code) takes effect when a participant enrolls in any of the District's high school athletic and/or activity programs and ends when the participant graduates from any one of the District's high schools. Violations under the Code throughout a participant's high school years will lead to progressive corrective action(s), in terms of severity up to removal from extra-curricular programs. Each school, program, and activity will notify all participants about the Code, its requirements and corrective actions on an annual basis.

B. Implementation of Corrective Action and Process

Participants who exhibit any of the behaviors that rise to the level of exceptional misconduct as defined in Policy and Procedure 3241 (Classroom Management, Discipline and Corrective Action) may be subject to corrective action under the Code. A detailed description of how corrective actions are implemented can be found in Procedure 2151P.

C. Alcohol, Drugs, and Other Mood Altering Substances

Under Administrative Procedure 2151P (Interscholastic Activities), students who participate in athletics and/or activities are expected to refrain from the unlawful use of alcohol, marijuana, tobacco, and controlled substances.

Any unlawful use of controlled substances, alcohol, marijuana, and tobacco is a violation of the Code. A detailed description of how corrective actions for alcohol, drugs, and other mood altering substances are implemented can be found on in Procedure 2151P.

D. Appeals of a Corrective Action

A student athlete who wishes to appeal the imposition of this corrective action may appeal the decision. A detailed description of student appeal rights are codified in Procedure 2151P.

Note: If the appeal relates to a second (or higher) violation of controlled substance use and the participant competes in a sport sanctioned by the Washington Interscholastic Activities Association (WIAA), and the participant wishes to gain eligibility for competition, then the participant must file a second appeal directly to the Executive Director of the WIAA.

Note: It is important to note that a student does not retain the ability to participate in any capacity in the program/activity while awaiting an appeal of a corrective action. **While waiting for an appeal hearing, the corrective action in question remains in place.**

Absences and Student Athletes: Student athletes are expected to attend school on days of practices and competitions. Coaches are provided with a daily printout of attendance to ensure their athletes are eligible to practice or compete based on the following:

- Students must attend a minimum of (5) classes for a 7-period schedule (Monday, Tuesday and Friday)
- Students must attend a minimum of (4) classes for a 6-period schedule
- Students must attend a minimum of (2) classes for a 3-period schedule (Wednesday)
- Students must attend a minimum of (3) classes for a 4-period schedule (Thursday)

In rare, extreme and extenuating circumstances beyond the control of the student, eligibility to practice or compete may be granted in advance on a case-by-case basis.

Grade Point Requirement: Besides meeting WIAA academic standards to maintain eligibility during the current semester, BSD students shall maintain at minimum a 2.0 cumulative grade point average (GPA) while enrolled in at least six classes in order to participate in a sport and/or activity. The record at the end of the semester shall be final, except for credits earned and approved by the Bellevue School District.

If a student-athlete's cumulative GPA falls below 2.0, that student-athlete is academically ineligible and placed on suspension from competition for a probationary period.

However, there may be unique and unusual circumstances that result in less than a 2.0 cumulative GPA. If any student, parent/guardian, teacher, coach, administrator and/or counselor, believes that there is such a circumstance, they may request a waiver of this requirement. Waiver information can be found on the Athletic and Activity department page: <http://www.bsd405.org/departments/athletics-activities/eligibility/>.

CLUB JUBILEE AND JUBILEE SPORTS:

BP's middle school afterschool program is run by an outside organization called Jubilee REACH through a program called Club Jubilee. They have a selection of activities that rotate throughout the year.

Club Jubilee runs from 4:00 – 4:45 pm every day except Wednesday and 2:00-3:00 on Wednesdays. Currently, there is no cost for Club Jubilee though students must sign up in advance to participate.

CLUB JUBILEE SPORTS -Become part of a Team! Join an afterschool sports team and grow better by competing with your friends in other Bellevue Middle Schools in:

Boys / Girls Soccer

Coed Flag Football

Girls Golf (Fall) Boys / Girls Golf (Spring)

Boys / Girls Basketball

CLUB JUBILEE HOMEWORK CLUB and Activities - Enjoy being together with your peers and Club Jubilee staff to work on your classwork and homework projects right after school in the cafeteria. Various activities are also led in the cafeteria.

ATTENDANCE

The staff at Bellevue Big Picture School considers regular attendance essential to learning. Classroom sessions are carefully planned and are a valuable experience that cannot always be duplicated. Absences create difficulty for both students and teachers in maintaining continuity in student progress at school. Therefore, regular attendance is necessary if students are to profit fully from the learning experiences offered.

POLICY 3122 AND PROCEDURE 3122P: EXCUSED AND UNEXCUSED ABSENCES

Students are expected to attend all assigned classes each day. School staff will keep a record of absence and tardiness, including a call log and/or a record of excuse statements submitted by a parent/guardian or, in certain cases, students, to document a student's excused absences.

EXCUSED ABSENCES

All student absences will be classified as excused or unexcused. Absences for the following reasons will be excused if there is timely verification (within 2 school days upon return) of such reasons provided to the school:

The following are valid excuses for absences:

1. Participation in a district or school-approved activity or instructional program;
2. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry);
3. Family emergency, including but not limited to a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding, court-ordered activity or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status or foster care/dependency status;

9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion) if the student is not receiving educational services and is not enrolled in a qualifying “course of study” activities as defined in WAC 392-121- 107

10. Absences due to student safety concerns, including absences related to threats, assaults or bullying

11. Absences due to a student’s migrant status; and

12. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity. The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

If an absence is excused, the student will be permitted to make up all missed assignments outside of class under reasonable conditions and time limits established by the appropriate teacher. For an absence to be excused, parent/guardian(s) or adult student must communicate an excuse statement to the school according to the school’s submission guidelines.

UNEXCUSED ABSENCES

In accordance with RCW 28A.225.010, each unexcused absence will be followed by notification the parent or guardian of the student.

After three unexcused absences within any month, a conference will be scheduled between the parent, student and principal or designee. At such a conference the principal or designee, student and parent may consider:

- Adjusting the student's program;
- Providing more individualized instruction; preparing the student for employment with specific vocational experience or both;
- Transferring the student to another school;
- Assisting the student to obtain supplementary services that might eliminate or ameliorate the causes of absence; or,
- Other interventions deemed to improve the students’ attendance.

If the parent does not attend, the scheduled conference the conference can be conducted with the student and school official and the parent will be notified of the steps to be taken to eliminate or reduce the student’s absences.

After the second unexcused absence and before the fifth unexcused absence the school will take data-informed steps to eliminate or reduce the child’s absences.

- In middle and high school, these steps must include offering the application of the Washington Assessment of the Risks and Needs of Students (WARNS)
- Students and parents must agree to participate the WARNS by signing a consent form.
- Any student with an existing 504 plan or individualized education plan (IEP), these steps must include convening of the child’s IEP or 504 plan team. If necessary and if consent from the parent is given, a functional behavior assessment (FBA) will be conducted to explore the function of the absence behavior and if appropriate, a behavior plan completed.
- Any student, without an IEP or 504 plan, reasonably believed to have a mental or physical disability or impairment, will be brought to guidance team to consider an

evaluation.

No later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements. The district will refer the student to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

If the above action fails to correct the attendance problem, the following truancy petition procedure will apply only to students under the age of eighteen. No later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year, the district will file a petition with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student or parent and student. The petition consists of written notification to the court alleging that:

- The student has unexcused absences in the current school year. While petitions must be filed if the student has seven or more unexcused absences within any one month, or ten or more unexcused absences in the current school year, a petition may be filed earlier. In addition, unexcused absences accumulated in another school or school district will be counted when preparing the petition;
- Attesting that actions taken by the school district have not been successful in substantially reducing the student's absences from school; and
- Court intervention and supervision are necessary to assist the school district to reduce the student's absences from school.

Students six or seven years of age, who have been enrolled in the district, are required to attend school and their parents/guardians are responsible for ensuring that they attend. Parents/guardians who wish to withdraw their children before the age of eight, and against whom no truancy petition has been filed, may withdraw the students from school. When a six or seven year old student has unexcused absences, the district will do the following:

- Notify the parent or guardian in writing or by telephone after one unexcused absence in any month.
- Request a conference with the parent or guardian and child to analyze the causes of the student's absences after two unexcused absences in any month (a regularly scheduled teacher-parent conference held within thirty days may substitute).
- Take steps to eliminate or reduce the student's absences, including: adjusting the school program, school or course assignment; providing more individualized or remedial instruction; offering enrollment in alternative schools or programs; or assisting in obtaining supplementary services.
- After seven unexcused absences in a month, or ten in a school year, the district will file a truancy petition.

TARDIES

Students are expected to be in class on time. This means that students are expected to be in their classrooms, in their seats, and ready for class at the beginning of the class. Students who show up late disrupt the teacher and the learning of others, and do not get the full value of the education being offered. Secondary students--when a student's tardiness becomes frequent or disruptive, the student may be referred to the principal or counselor and may be subject to corrective action. Each school may determine at what point in the class a tardy turns into an absence.

Bellevue Big Picture School students need to be in class and ready to learn at the bell/beginning of class. Students who are more than **ten** minutes late to class will be considered absent. The following are consequences for tardiness:

1. The first time a student is tardy, the teacher will have a problem-solving conversation with the student.
2. The second time a student is tardy, the teacher will call a parent or guardian.
3. The third time a student is tardy, the teacher will convene a meeting with the student and their advisor to problem-solve.
4. The fourth (or additional times) a student is tardy, the teacher will assign the student a detention in their class during tutorial.
5. The fifth (or additional times) a student is tardy, the teacher will refer the student to the office for a meeting with the Assistant Principal. At that time, additional consequences may be determined.

EARLY RELEASE

Students are expected to remain in class until the end of the class. This means that students are expected to be in their classrooms, engaged in the learning, until the students have been dismissed by the teacher. Students who leave early disrupt the teacher and the learning of others, and do not get the full value of the education being offered. Secondary students--when a student leaves class or school early without permission or it becomes frequent or disruptive, the student may be referred to the principal or counselor and may be subject to corrective action. Each school may determine the point in the class at which the early release turns into an absence.

At Bellevue Big Picture School, students who leave class without permission with more than ten minutes left in the class period will be considered absent. The following are consequences:

1. Students will meet with counselor or administrator after first unexcused early release to create an attendance plan which may include consequences such as a lunch detention. Parents will be contacted.
2. Repeated violations will result in parent conference with administrator and progressive discipline.

SANCTIONS

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in accordance with state and district regulations regarding corrective action or punishment consistent with Policy 3421 and Procedure 3241P (Classroom Management, Corrective Actions and/or Interventions). For example, a student who presents false evidence, with or without the consent of his/her parent/guardian, to wrongfully qualify for an excused absence will be subject to corrective action in accordance with Policy and Procedure 3241.

BIG PICTURE SCHOOL - STUDENT RESPONSIBILITIES

1. **Returning to school late or after an absence:** Submit a written note or email to the Attendance Office with the dates and reason for the absence within two (2) school days. The note must include the reason for the absence. If the student does not submit a note to excuse the absence within 2 school days, the absence(s) become unexcused. Unexcused absences, including skipping any classes, may result progressive discipline responses. Students who are

arriving late to school will receive an admit slip from the attendance specialist to give to their teacher.

2. **Make-up work:** You have the right to make up work after an excused absence. It must be done in a timely manner and you may be assigned to tutorial to make up missed work. Teachers determine the amount of time given to complete make-up work. Teachers are not required to give you the opportunity to make up work for unexcused absences.

3. **Pre-arranged absences:** All absences related to non-school activities must be pre-arranged. The pre-arranged absence form can be obtained from the Attendance Office. The form requires signatures from an administrator, teachers, and a parent/guardian.

4. **Family vacations during school sessions:** Families should not schedule vacations to occur while school is still in session. If a family vacation must occur while school is in session it must be pre-arranged and approved. The pre-arranged absence form must be completed and turned in 5 school days prior to the absence. Prearranged absences due to vacation for more than **five days** in a school year will not be approved. Failure to follow procedure will result in an unexcused absence.

5. **Students who are 18 years old or older:** Once you turn 18, you may obtain a form from the Attendance Office indicating you wish to write your own notes for excused absences. The form requires signatures from your parent/guardian and you. The privilege of signing notes may be rescinded by the administration for just cause.

6. **Signing out of school:** If you have an appointment and must leave during the school day, you need to bring a note from home to the Attendance Office before school. You will then receive a note excusing you from class for your appointment, which you will then present to your teacher in order to be let out of class. At the designated time, the student will show the early-out slip to their teacher and then come to the main office and **sign out** prior to leaving campus. If the student has no note, an attempt will be made to call the parent/guardian for verbal permission for the student to leave. However, students will not be excused in this situation if a parent/guardian cannot be reached. The Attendance Office will not disturb classrooms during the school day to notify or retrieve students for appointments, so please make arrangements prior to the beginning of the school day.

7. **Extended absence** - Please call the school (425.456.7808) if a student is absent for more than 3 days so that homework may be requested.

8. **Illness during the day** – A student who becomes ill after having arrived on campus must report to the clinic and/or office. After receiving parental approval via phone, the student will be directed to sign out with the nurse or the attendance office before leaving campus and bring an excuse note upon his/her return.

9. **Forgeries** – If a student forges a signature or falsifies oral excuses or other attendance documents, the progressive discipline policy will be followed. Regular attendance procedures for trancies will also be employed.

ATTENDANCE REASON CODES

There may be occasions when you will receive an attendance summary report detailing absences for the year. Below is the key to the codes used in the summary.

A – Unexcused Absence
FE – Family Emergency
L – Religious
PR – Present
S – Suspension
TU – Tardy Unexcused
WC – With Counselor

E – Excused
I – Illness
P – Appointment
R – Prearranged
TE – Tardy Excused
WA – With Administrator

STUDENT CODE OF CONDUCT

STUDENT AND STAFF RIGHTS, RESPONSIBILITIES

In compliance with Washington Administrative Code 180-40-224, a complete guide to Student and Staff Rights and Responsibilities is available upon request in the Main Office or can be accessed on the BSD website www.bsd405.org >Administration>Board Policy & Procedures. State law and BSD policies describe certain student actions that are prohibited on campus and school-related events. These are listed in a document called student, teacher, and administrative rights and responsibilities, which is distributed to students each school year. In cases of disciplinary actions, the disciplinary appeals process is defined in the Notice of Disciplinary Actions form and outlined on the rights and responsibilities document. Our intention is to keep BP safe for students and staff. We expect students to act responsibly and to treat others respectfully.

BP'S PHILOSOPHY OF DISCIPLINE

Through prevention, action, and resolution, students will be provided with the skills necessary for them to become responsible for their own behavior. Students are expected to follow the school and individual classroom policies. Teaching acceptable behavior, while maintaining dignity, is the intent of the student behavior and discipline policy. Each person at Big Picture has a responsibility to help develop and maintain an effective and positive learning environment. Each child deserves a positive place to learn. It is our belief that our discipline policies should be positive and directed toward the goal of self-discipline and self-control. The emphasis is on the benefits of good self-discipline both for the group and for the individual. Discipline strategies assist in developing responsible students and adults who respect the rights of others. Our desire is that we treat each other as changing and growing individuals for whom education is a life-long process. Every staff member has the responsibility to hold students accountable for inappropriate behavior. Discipline imposed by staff members for minor violations of school or classroom rules is timely, appropriate, and does not involve a referral to the office.

WHERE AND WHEN SCHOOL RULES APPLY

- While on school premises.
- While using school transportation.
- While participating in school-sponsored activities, both at school and while away from the school grounds.
- While away from school grounds, if conduct would directly affect the school and student learning (including but not limited to communication via Social Media).

LUNCHROOM EXPECTATIONS

	Cafeteria/Lunch
<u>P</u>ositive <u>R</u>elationships	<ul style="list-style-type: none"> • Be inclusive and welcome others
<u>O</u>wnership of Learning	<ul style="list-style-type: none"> • Wait calmly in your spot in line and use appropriate voice volume • Lunch first, then activities • Stay in supervised areas on the campus
<u>L</u>eadership	<ul style="list-style-type: none"> • Clean up table throw out all garbage

LUNCH GUIDELINES AND ZONES

- **THE FIRST TEN MINUTES** of lunch may only be used for eating
- Food may only be eaten in the **cafeteria** and the **courtyard**
 - Food may not be eaten in the basketball court, the grassy area or the 4-square court
- You must **pick up your garbage** before you leave your eating area
- You should finish eating before joining any lunch activities
- **AFTER THE FIRST 10 MINUTES**
- Cafeteria
 - Eating and playing foosball
- Courtyard
 - Eating and hula-hooping
- 4-Square Court
 - 4-Square
- Basketball Court
 - Basketball
- **SPORTS EQUIPMENT** can be checked out from the Jubilee Site Coach
 - AFTER the first **10 minutes** of lunch and
 - AFTER **picking up your garbage**
- You may only leave the café, courtyard, 4-Square and basketball court areas after the **5-minute warning bell** for class rings
- 10th-12th grade students may leave campus for lunch. The campus is closed for 6th-9th graders.

PICK ME UP (PMU) ASSEMBLIES AND COMMUNITY MEETINGS CONDUCT EXPECTATIONS

The purposes of Big Picture PMU assemblies are to generate positive school spirit and to recognize students' contributions to our program. Everyone must cooperate to create a positive, spirited and participatory audience.

	PMU
<u>P</u>ositive <u>R</u>elationships	<ul style="list-style-type: none"> • Participate, stay engaged, and encourage others.

	<ul style="list-style-type: none"> • Help build a positive community!
<u>Ownership of Learning</u>	<ul style="list-style-type: none"> • Listen and respect speakers • Inspired by a speaker? Try to apply it in your own life!
<u>Leadership</u>	<ul style="list-style-type: none"> • Electronics off and away • Help set up/put away chair

NEED TO USE THE RESTROOM? You may use the restroom after the first ten minutes of class and before the last ten minutes of class - 10/10 Rule. During this time, you need to have your planner signed and use the restroom one at a time.

Bathroom/ Hall Pass Procedures and Expectations:

1. Sign out in the room and take a lanyard pass with you.
2. Students should not use the restroom more than once per period and not during the first or last ten minutes of class.
3. Students who are out of multiple classes daily may have restricted privileges depending on the circumstances.

Passing Time Expectations for Students:

	Walkways/Passing Time
<u>Positive Relationships</u>	<ul style="list-style-type: none"> • Practice kindness by looking out for others • Respect other's personal space • Respect other's belongings
<u>Ownership of Learning</u>	<ul style="list-style-type: none"> • Use appropriate volume • Walk between classes
<u>Leadership</u>	<ul style="list-style-type: none"> • Play sports/be active in a responsible manner • Leave it cleaner than you found it

ASB ACTIVITES, ASB OFFICERS, AND CLASS OFFICERS

Any student serving in a leadership role is expected to follow all school rules and procedures and represent Big Picture in a proper manner. Failure to do so could result in the removal from the leadership position as determined by the administration.

HONOR CODE

The Big Picture community—faculty, students, and parents—strives for a spirited search for knowledge, and expects all work to be a true and honest reflection of that search. To ensure the integrity of this, we will not cheat, plagiarize, lie, steal, or condone these unethical acts.

In a spirited search for knowledge, you:

- make a genuine attempt to do the work independently, first;
- honestly admit to your teacher or peers that you need assistance;
- attend tutorial, form a study group and/or get a tutor.

In that setting, you:

- build on existing knowledge to deepen understanding;
- guide/seek with questions;
- share/seek ideas, not simply answers;
- share/seek a new or contrasting perspective;
- share personal talents;
- pursue interests with passion.

And above all, you share/seek knowledge for the sake of individual growth, not merely credit.

Types and Methods of Cheating

Cheating undermines a spirited search for knowledge, hinders your growth, and includes, but is not limited to:

- | | |
|---|--|
| <ul style="list-style-type: none"> • Copying all or part of another person's homework • Providing/allowing the copying of homework answers • Using Cliff Notes/Spark Notes instead of reading text • Submission of prewritten assignment when such assignments are to be finished in class • Receiving credit in two different classes for the same assignment without prior permission • Receiving help on an assignment designated as only to be done by you • Possessing or using crib or cheat sheets and body art | <ul style="list-style-type: none"> • Deliberately missing a class period to avoid an assignment or test • Misrepresenting lab data • Attempted cheating • Using technological devices for any of the purposes listed here • Copying test answers • Providing test answers • Sharing test questions and answers • Plagiarizing • Acquiring a test, or removing it from the room when not permitted • Presenting another person's work as your own |
|---|--|

At Big Picture, the following will occur for those who do not uphold these expectations.

- First offense: Teacher conference with the student, parent contact, and a temporary incomplete on assignment. Students will work with their advisor to create a plan to re-do the assignment or a similar assignment. Students will have three days to conference with their advisor and complete a plan outlining the difficulties that led them to plagiarize, the steps they will take to redo the assignment, and their proposal for reestablishing trust with their advisor. Parents will be notified immediately. The advisor will share consequences for any future cheating infractions.
- Second offense: Teacher conference with student, parent contact, incomplete on assignment and must meet with advisor to develop a plan to redo the work, disciplinary referral to administrator, and share consequences for future cheating infractions.
- Third offense and beyond: Given progressive nature of offense(s), serious consequences, to include, but not limited to, in-school suspension, failing grade, and/or removal from class may occur.
- If an offense is exceptional in nature, any of the above steps may be skipped, regardless of whether or not a student has committed a first or second offense.

Many teachers are utilizing web-based software to file papers and to check for plagiarism. Regardless of the use or non-use of these verification methods, it is the responsibility of the student to appropriately cite

sources or text that is not his/her own. If there are any questions about these or other aspects of this policy, please consult with your teacher prior to turning in the assignment.

COMPUTER NETWORK ACCESS

Big Picture has a fully functioning computer networking system. Access to this network, or BSDNET, is a privilege not a right. Access is limited to *ACADEMIC* use only. Students are assumed to have parent permission to access the Internet unless parents sign and return the appropriate form. All students who access the Internet must agree to abide by student use guidelines. Students may not access their own personal accounts from private Internet providers via BSDNET.

Guidelines for use of the network can be found in BSD Procedure 2022P: "Student Acceptable Use of District Network." Violations of student access rules will be dealt with under the provisions of Policy 3241: "Classroom Management, Corrective Action or Punishment." Penalties may include suspension or revocation of network access and related privileges.

Important personal safety issues arise when accessing computer networks. For this reason, pay attention to the following guidelines:

- Personal information such as addresses and phone numbers should remain confidential when communicating on BSDNET.
- Students should never make appointments to meet people in person without district and parent permission.
- Students should notify their teachers or other adults whenever they come across information or electronic messages that are dangerous, inappropriate, or make them feel uncomfortable.

No Expectation of Privacy

The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of: the network; user files and disk space utilization; user applications and bandwidth utilization; user document files, folders and electronic communications; e-mail; internet access; information transmitted or received in connection with network and e-mail use. No student should have any expectation of privacy when using the District's network. The District reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

ELECTRONIC DEVICES

The complete laptop use overview can be referenced through the [Parent and Student One-to-One Device Handbook](#).

The **purpose of the District's one-to-one** is to provide tools and resources to the 21st century learner. Our goal is to empower students to maximize their full potential and to prepare them for college and the workplace. The one-to-one program offers many benefits to our modern-day classroom and learners. One of these tools is the use of a district issued laptop. The purpose of the laptop is to increase student engagement, provide access to learning materials and engage in real-time inquiry as their questions arise. The laptops allow the students to research, collaborate, and produce content that can be shared with peers, teachers and parents. The immersion of technology into the classroom does not diminish the vital role of the teacher. Effective teaching strategies integrate technology into the curriculum to support anytime, anywhere learning. The district's goal is to provide a student-centered learning environment where technology supports curriculum.

CELL PHONES

Cellular phones, pagers, MP3 players, headphones, and other electronic devices may not be used during class unless approved by the teachers to be used as a resource in the lesson. Cell phones need to be turned off and out of sight during class time. Students may be asked to leave their cell phones in the classroom prior to using a restroom pass. When headphones are required for digital work, they will be provided by the teachers. No personal headphones are allowed during class time. Failure to comply with these guidelines will result in the following consequences:

- First offense—warning
- Second offense—Turn in phone to teacher and pick up at end of the day
- Third offense—Turn in phone to teacher and parents must pick up phone from office

Fourth offense and beyond- Referral to administrator for non-compliance; Turn in phone to teacher and parent meeting required to retrieve phone; phone is banned from school; Progressive discipline

CLASS AND PERSONAL ONENOTE USE

In accordance with the [Student Acceptable Use of District Network Procedure 2022.P](#), all use of OneNote must support education and research and be consistent with the mission of the District.

Acceptable use includes using Class OneNote Notebooks for academically and socially appropriate collaboration, communication and creation of school related content. Use of personal OneNote Notebooks are appropriate for an individual's creation of school related content.

Unacceptable or prohibited use includes creating and sharing personal OneNote Notebooks and contributing inappropriate content to Class OneNote Notebooks. See the [Student Acceptable Use of District Network Procedure 2022.P](#) for examples of inappropriate content.

If a student or group of students sees the need for a shared OneNote Notebook other than the Class OneNote Notebook provided by their teacher, they should consult with the teacher about the school related use for the notebook. If the teacher judges the additional notebook to support education and research and be consistent with the mission of the District, they may create the notebook and invite the students to contribute.

BSD BOARD POLICY ON TELECOMMUNICATIONS DEVICES

Students in possession of telecommunications devices, including, but not limited to, cell phones, pagers and beepers, while on school property or while attending school-sponsored or school-related activities will observe the following conditions:

- A. Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency situation exists that involves imminent physical danger or a school administrator authorizes the student to use the device;
- B. Students will not use telecommunication devices in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others;
- C. Students will not send, share, view or possess pictures, text messages, emails or other material depicting sexually explicit conduct, as defined in RCW 9.68A.011, in electronic or any other form on a cell phone or other electronic device, while the student is on school grounds, at school sponsored events or on school buses or vehicles provided by the district;
- D. When a school official has reasonable suspicion, based on objective and articulable facts, that a student is using a telecommunications device in a manner that violates the law or school rules, the official may

confiscate the device, which will only be returned to the student's parent or legal guardian, or law enforcement;

E. By bringing a cell phone or other electronic devices to school or school-sponsored events, the student and their parent/guardian consent to the search of the device when school officials have a reasonable suspicion, based on objective and articulable facts, that such a search will reveal a violation of the law or school rules.

The scope of the search will be limited to the violation of which the student is accused. Content or images that violate state or federal laws will be referred to law enforcement;

F. Students are responsible for devices they bring to school. The district will not be responsible for loss, theft or destruction of devices brought onto school property or to school sponsored events;

G. Students will comply with any additional rules developed by the school concerning the appropriate use of telecommunication or other electronic devices; and

H. Students who violate this policy will be subject to disciplinary action.

During any lock-down drill or event, all ringers/sounds must be turned off, and no verbal communication will be allowed.

LOCKERS AND PERSONAL PROPERTY

Students have the use of a PE locker to store PE clothes. The Bellevue School District and Big Picture School assume no responsibility for lost or stolen property that you put in your PE locker. Report thefts or vandalism by filling out a Theft/Vandalism/Lost Property Form in the Main Office. Staff will follow up on your report.

Please protect your personal property. We recommend that you avoid leaving valuable possessions (i.e., iPods, cell phones, calculators, etc.), cash, or credit cards, unprotected in the PE locker rooms. Left unprotected, these items have been stolen. Please leave valuables at home for most security.

Please note that the use of drug dogs on campus may be utilized on an infrequent basis. The school administration has access to all lockers in case they need to search them for the purpose of maintaining the integrity of the school environment to protect the safety of other students.

METRO BUS

All student responsibilities and expectations apply to all Metro bus stops and rides. You are responsible for keeping your bus pass. If a bus pass is lost or stolen, then you will have to pay for a new one. It is also illegal to sell or give your bus pass to another person. This would result in loss of pass privileges for the school year for both parties.

INAPPROPRIATE DISPLAY OF AFFECTION

Overt displays of affections are discouraged at school. This includes handholding, kissing, grabbing or inappropriate hugging. Students engaged in these types of inappropriate affections will be referred to the office for disciplinary action.

PERSONAL AND DISTRICT PROPERTY

Personal property should not be left unattended at school and students should not lend their personal property to other students. Students should not bring more than \$5.00 to school at any one time. The school is not responsible for recovery of money or property lent, lost or stolen. Please make sure to lock up your belongings and make sure the lock on your P.E. locker is locked at all times. Students need to lock up bikes on the bike racks. Students are expected to respect the school building, grounds, facilities, and those who maintain them. Any student who defaces, damages, or destroys school property or the personal property of individuals will be required to repair or replace the damaged item and/or bear the cost of it. The

student may also face further disciplinary action. Except in cases of accidents, students are liable for all damage caused to school or personal property.

PERSONAL PROTECTION SPRAY DEVICES

State law requires that students ages 14-17 have parent permission to carry PPSDs to school. Permission forms are available in the main office and must be completed and filed prior to possessing the item.

SKATEBOARDS, SCOOTERS, ROLLERBLADES

Skateboards, scooters, and rollerblades may not be ridden or carried on campus at any time. They should be kept in the assigned bin in the cafeteria during the school day. Bicycles must be parked and locked during school hours. Students are not allowed to carry balls (footballs, soccer balls, etc) with them to school.

STUDENT IDENTIFICATION

Students are required to carry school identification while on campus at all times.

TAPE-RECORDING CLASSES

The tape-recording or videotape-recording of a class is not permitted by law unless advanced permission is obtained by the classroom teacher. The library and other instructional spaces are also included. Permission would also be required by administration as student privacy rights must be honored.

REGULATIONS AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

Students who are unable to meet the expectations of Big Picture School will be given assistance to change their behavior. Treating people fairly does not mean treating everyone the same. This allows for flexibility in applying consequences in order to best meet the needs and individual situations of each person. In some cases, state and local laws or BSD policies specifically mandate consequences. Specific policies as well as the Statement of Student Rights and Responsibilities are included in this handbook.

Level 1 (mild). Minor misbehaviors that can be adequately corrected at the time they occur and which do not require documentation. Teachers will have 1:1 conversations with students.

Level2 (moderate). Misbehaviors that, while not requiring immediate administrative involvement do require documentation because staff member has assigned a reflection in tutorial, wants administrative input, or wants the administrator to be aware that level 1 misbehavior is becoming chronic.

Level 3 (severe) Serious misbehavior that requires immediate administrative involvement (office referral) and written documentation. Behaviors that are illegal or so severe that the misbehaving student's continued presence in the setting poses a threat to physical safety or adult authority.

CONSEQUENCES

Each of the following logical, natural consequences should relate to the school rule as directly as possible and may include any of the following:

- Reminder/Warning
- Loss of Privilege
- Removal/Cool Down (Classroom, Other Teacher's Classroom, Library, Principal's Office)
- Call Parent
- Negotiate and Write a Contract with the Teacher
- Talk to Principal

- Conference: Combination of Student/Parent/Teacher/Principal
- School Service (e.g. Campus/Lunchroom Clean Up)
- Lunch Detention or After School Detention
- Suspension (In-House)
- Expulsion

FORMS OF DISCIPLINARY INTERVENTION

Detention

Before or after school detention- Assigned by staff member or administrator. A one-day notice, verbal or written will be given to allow students and parents time to arrange transportation, if needed.

Lunch Detention- Assigned by office staff or administrator. Students will eat their lunch in the office and remain there for the duration of lunch. Cafeteria clean up may also be involved.

School clean-up/service- picking up litter, scraping gum, washing lockers, desks, whiteboards; general and cafeteria clean-up, or school selected community service location/organization.

Restitution- Damaged and stolen items must be paid for, replaced, or repairs by the responsible parties.

Confiscation – Items inappropriate for school will be confiscated. Final determination of return is dependent on the item.

Suspension –

In-School Suspension – Student spends the day out of class, under the supervision of a staff person working on school work and/or a re-entry plan to class.

Long-term Suspension, Emergency Expulsion, Expulsion- These more extensive consequences are imposed as necessary based on the severity of the disciplinary situation.

GUIDELINES AND EXPECTATIONS

DANCES

If you wish to attend a Big Picture dance, then you must agree to the following expectations to ensure a safe and healthy environment at dances.

Alcohol and Drug Pledge:

I pledge that I will not consume any alcohol nor take any illegal drugs prior to or during this Big Picture School event. I understand that school and/or security/police personnel may use a breathalyzer on me at any time prior to, during, or immediately after the event if suspected of being under the influence of drugs or alcohol. I also understand that the above personnel may search any vehicle under suspicion on campus. If I am suspected of being under the influence of or in possession of drugs or alcohol, I understand that I may be arrested for breaking the law and that a parent or guardian will be contacted to escort me home. I also understand that I will be subject to additional school disciplinary consequences up to and including suspension from school.

We want to ensure that every student has a fun and safe dance. Please remember that when entering the dance...

- ✓ All students need to have attended at least 75% of the school day preceding the dance. This is in accordance with athletic/activity guidelines.
- ✓ All students and guests must have current photo ID.
- ✓ Backpacks are not allowed.
- ✓ Dress and appearance must be consistent with the BP Dress Code. Students may be required to change their dress or appearance, or be entry into the dance.
- ✓ Only students who were the original purchaser of a ticket may enter the dance. Tickets cannot be resold, traded or given away. Ticket numbers and student ID must match at the door.

We want our guests to feel welcome. It's also important that we know about our guests. Please remember that...

- ✓ Only High School students may bring one guest each to school dances.
- ✓ Guest permission forms need to be submitted to the Office 3 school days prior to the dance.
- ✓ Guest ticket numbers must match the guest name on the guest register at the door. Photo ID is required.
- ✓ You are responsible for your and your guest's behavior and conduct at the dance. Please help to make our dances safe and enjoyable for all students who attend.

Your safety during the dance is very important to us. Please be aware that...

- ✓ All school rules and sanctions apply to the event.
- ✓ Students who appear to be under the influence of alcohol and/or a controlled substance will be subject to an evaluation that may include police involvement. Police will be present at the dance. Parents of students found to have used or have in their possession, and/or under the influence of alcohol and/or a controlled substance will be called to come to the dance to take charge of their student(s). In some instances, students may be turned over to police custody.
- ✓ Two Strikes Rule: After reading and signing to the BP Dance Rules, any student dancing inappropriately will be given 1 warning. If the student is found dancing inappropriately a second time, their parent/guardian will be contacted, they will be removed from the dance and may not allowed to attend the next school dance.

Your promise to support the BP Dance Rules is very important. Please read the rules and acknowledge your commitment by signing your Student Rights & Responsibilities Acknowledgement Form.

"In order to contribute to a positive environment at BP during dances, I will do what I can to be a role model to other students by promoting appropriate behavior. I will not participate in inappropriate dancing, which can lead to an unsafe and/or uncomfortable environment. Inappropriate dancing is defined as any dancing that simulates sex. This includes excessive bending at the waist and any purposeful contact in areas normally covered by a swimsuit. This involves thrusting, grinding and inappropriate touching. By agreeing to this rules, I will be ensuring a fun and safe event for everyone at Big Picture."

In order to attend any Big Picture School dance you must have signed the aforementioned form agreeing to follow these guidelines.

Guest passes also must be complete ahead of time and a contract signed.

Attendance:

The school attendance rules states that you must attend school for at least 5 out of 7 periods to be eligible to

participate in school dances, events, and or athletics on that day (or the preceding day if the event is on a non-school day).

FIGHTING/PHYSICAL ASSAULT

The administration encourages all students to manage conflicts in a reasonable and mature manner. Often a face-to-face mediation can dispel rumors and dissipate peer pressure that might lead to a fight. Our goal for each year is that Big Picture be a fight-free environment.

Fighting includes, but is not limited to, the following: Engaging in mutual physical contact; teasing, harassing, threatening or intimidating others resulting in physical contact involving anger or hostility; retaliating physically for teasing, harassing, threatening, or intimidating behavior; verbally inciting or physically supporting a fight by one's encouragement or presence, including, but not limited to, posturing, making verbal accusations or threats, or drawing spectator attention to a fight

If you are a victim of a physical assault:

- Attempt to block any punches – protect yourself
- Get away from the situation
- Seek adult assistance

Consequences:

A student who strikes another student may be subject to an emergency expulsion or in-school suspension upon first offense. Striking back constitutes participation in a fight, and therefore, a suspension for the non-instigating student. Any future offenses will result in more severe consequences.

FINAL EXAM INFORMATION

Any student who requests to leave school before teachers have administered final exams may only take the final exam during summer vacation or no later than the first week of school. An administrator will arrange for and administer the exam.

GAMBLING REGULATIONS

Gambling, or the appearance of such, is prohibited. This includes the use or possession of playing cards on campus.

PARKING GUIDELINES

Parking a student car on the Big Picture campus is a privilege. To gain and maintain this privilege a student must register his or her car in the office, obtain a parking permit, and drive safely! Parking permits cost \$100.00 per year. Students who choose to purchase a parking permit are not eligible to obtain a Metro bus pass. By issuance of a permit, the Bellevue School District and/or Big Picture School does not assume liability for any property damage to any private automobile parked on its property. The owner-operator(s) of all private vehicles accepts responsibility for their own property and agrees they are parking at their own risk. Vehicles must be operated in a safe and legal manner at all times on the Big Picture campus. Because it is necessary to maintain emergency and business access to the campus, cars blocking fire lanes, emergency exits, delivery areas, bus, handicap or motorcycle zone, etc., will be towed and/or driver fined and parking privileges removed.

Parking citations carry a minimum of \$20 fine. Depending upon the severity and/or frequency parking citations could result in the temporary or permanent loss of parking privileges. Citations will be issued for the following:

1. Parking without a valid and visible permit. All parking permits must be clearly displayed inside on the rear-view mirror.
2. Improper parking of vehicle. This includes not parking properly in the stall (taking more than one place or blocking accessibility), parking in restricted areas (fire lanes, bus lanes, handicap only, staff or visitor parking areas, the bus turn-around area, grass, etc.), or not parking in an assigned parking area.
3. Moving violation (speeding, unsafe driving, or misuse of vehicle). The speed limit in the parking lots is 10 MPH.
4. Falsification, misrepresentation, reselling or possession of another student's parking permit. Falsification or forgery of a permit may result in additional discipline.
5. Parking in a handicap space without a valid and visible state handicap parking permit – and risk a \$250 ticket and impound from the police department.

Depending upon the severity and or frequency of the infractions, additional penalties up to and including the temporary or permanent loss of parking privileges as well as additional disciplinary consequences. For students with more than two ticket violations, parents may be contacted.

If you wish to dispute a parking ticket you receive, you must do so with the parking supervisor within five (5) days. No changes will be made for tickets older than five school days. Disputing a parking ticket does not necessarily result in a reduction or elimination of the fine imposed.

Parking fines must be paid by the end of each quarter or the parking permit may be revoked until the parking fines are paid. No reimbursement will be given if the parking permit is revoked. Repeat violators may be towed at the owner's expense

Stolen or lost parking permits. Students will be allowed to replace a lost or stolen parking permit once at a cost of half the original price. The original permit will be voided and a new permit issued. If your permit is stolen, submit a report of the theft with the security resource officer immediately.

Students may not borrow, loan or resell parking permits to other students. Parking privileges may be suspended or revoked for these acts and additional fees and disciplinary action imposed.

STUDENT GRIEVANCES AND GRADE CHANGE REQUESTS

If a student feels that his or her rights have been infringed upon, that he or she has been treated inequitably, and/or has a concern regarding a situation involving a staff member and/or grade, every effort by the student should be made to resolve the grievance or potential grievance through communication between the student and the other person. The following steps should be followed:

- The student should first meet privately with the staff member(s) and make every effort to resolve the grievance informally by conferencing with the people concerned.
- If such informal procedures fail, the student may contact the BP counselor to help resolve the situation.
- If this process fails to resolve the situation, the student may request a meeting with the principal to help resolve the situation.

If such informal procedures fail to provide an adjustment acceptable to the student, then the student may initiate grievance procedures. The formal request must be initiated within 30 days of the event or action that is the subject of the grievance. Requests coming after the 30 days will not be considered. The student shall

first have the right to a hearing at the school level by requesting a formal hearing with the principal. If the student is not satisfied with the recommendation, he or she may appeal to district-level administration.

DRESS GUIDELINE

The student and parent/guardian(s) may determine the student's personal dress and grooming standards, provided that the student's dress and grooming does not:

- A. Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives;
- B. Create a health or other hazard to the student's safety or to the safety of others

Examples of student dress that are prohibited include but are not limited to clothing that:

- A. States or implies intimidation, discrimination, or ridicule based on a legally protected status such as race or gender;
- B. Displays words, pictures, or references to profanity, alcohol or marijuana, tobacco, illegal drugs, weapons, or sexual innuendo;
- C. Displays words, pictures, or references that create an atmosphere in which a student, staff, or other person's well-being is affected by undue pressure, behavior, intimidation, overt gesture, threat of violence, gang membership or affiliation.

The principal, as well as the teacher, advisor, coach, or other person(s) in charge of a curricular, co-curricular or extracurricular activity, may regulate the dress and grooming of students who participate in the curricular, co-curricular, or extra-curricular activity if the principal, teacher, advisor, coach, or other person(s) in charge reasonably believes that the student's dress or grooming:

- A. Will disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives; or
- B. Creates a hazard to the student's safety or to the safety of others

If the student's dress or grooming is objectionable under these provisions, the principal, teacher, advisor, coach, or other person(s) will request that the student make appropriate corrections. If the student refuses, the principal will notify the parent, if reasonably possible, and request that the parent make the necessary correction. If both the student and parent refuse, the principal may take appropriate corrective action.

SELECTED DISTRICT POLICIES

Procedure 2410P: High School Graduation Requirements

A. High School and Beyond Plan (HSBP)

The intent of the HSBP is to guide the student's high school experience and inform course taking that is aligned to the student's goals for education or training and career after high school. The HSBP must be updated in the sophomore year to inform junior year course taking.

All students will complete a High School and Beyond Plan The planning process begins in the spring of 8th grade during classroom guidance activities. The High School and Beyond plan include specific course planning toward graduation, career and college goal setting, a personal interest inventory, and a resume.

If a student has an Individual Education Plan (IEP), the HSBP must be developed in alignment with their IEP. The HSBP must be updated in alignment with their school to post-school transition plan. Additionally, each student's HSBP must include evidence that the student has received information about federal and state financial assistance for post-secondary education.

Beginning with the 2020-21 school year, the District is obligated to ensure that an electronic HSBP platform is available to all students.

B. Expedited Assessment Appeal

The Office of the Superintendent for Public Instruction may waive requirements for the Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) for qualified students in the Classes of 2019, and 2020 upon request by the District Assessment Coordinator for BSD. The Class of 2021 can access the CIA to meet the state Graduation Pathway requirements.

Students must have completed all other applicable graduation requirements and have attempted an alternative assessment option as established in RCW 28A.655.065 prior to submitting a waiver request. Alternative assessment options include SAT, ACT, AP, or IB tests; Second attempt on the Smarter Balanced Assessments; GPA comparison or Certificate of Individual Achievement options (for applicable students with IEPs).

A waiver request may be submitted upon successful completion of a college level class in the relevant subject area, admission to a higher education institution or career preparation program, award of a scholarship for higher education, enlistment in a branch of the military or, if a student has demonstrated the necessary skills and knowledge through a pathway other than the options listed above.

C. Waiver of Community Service Hours and Minimum 2.0 Grade Point Average

There may be extenuating, unique and/or unusual circumstances that result in a situation where a student may not be able to complete the 40 Hour Community Service requirement. If any student and/or parent/guardian believe that there is such a circumstance, they may appeal the requirement and request a waiver. Students and/or parent/guardians may appeal by completing the 40 Hours of Community Service Request form (Procedure 2410P Exhibit E) and returning it to the appropriate school counselor.

The District expects all students to earn the necessary credits for graduation with a minimum of a 2.0 cumulative GPA. However, there may be extenuating, unique and/or unusual circumstances that result in less than a 2.0 cumulative GPA. If any student and/or parent/guardian believe that there is such a circumstance, they may appeal the requirement and request a waiver. Students and/or parent/guardians may appeal by completing the 2.0 Grade Point Average Waiver Request form (Procedure 2410P Exhibit D) and returning it to the appropriate counselor.

D. Personal Pathway Requirements

Students who choose to complete art or world language credit through Personal Pathway Requirements options, must indicate which courses they plan to use to satisfy the art and/or world language requirements in their High School and Beyond Plan. Courses used as Personal Pathway options must lead to a specific post-high school career or educational outcome.

Students must complete the Personal Pathways Requirement Planning and Request Form – Procedure 2410P –Exhibit G and submit it to their counselor for approval.

E. Credit Waiver for a Student's Circumstances

A student, or a student's parent or guardian may request a waiver of up to two credits not required by state statute for a student's circumstances that prevented the student from completing the required total 24 credits. A student's circumstances shall include the following:

- a) The death of a parent, guardian, sibling or grandparent;
- b) An unexpected and/or severe medical condition. The condition must be documented by a medical professional and included with the application, within the constraints of the Health Insurance Portability and Act (HIPAA Accountability);
- c) An unexpected multi-day absence that was beyond the student's control that was a barrier to course completion. Documentation of absence reason will need to be included with this application: or,
- d) Another unusual event of a similarly compelling magnitude

Students and/or parent/guardians may make a request by completing Credit Waiver Request for Student Circumstances form (Procedure 2410P Exhibit I) and returning it to the appropriate counselor.

F. International Baccalaureate (IB)

Students who complete and pass all required IB diploma program courses scored at the local level; pass all internal assessments scored at a local level; successfully complete all required projects and products scored at a local level; and complete the final examinations administered by the IB Organization in each of the required subjects under the diploma program are considered to have fulfilled the requirements of the IB Diploma. Students may be considered to have satisfied state and BSD graduation requirements when:

- a. they transfer to Interlake High School from another IB program outside of the District and the completion of state and BSD credit requirements is a barrier to completing the IB Diploma.
- b. the completion of state or BSD credit requirements is a barrier to taking more than one IB course in a content area and/or to fulfill an IB Diploma requirement.

G. Courses Subject Content Area Requirements

Courses that satisfy subject content area graduation requirements are determined by the Teaching and Learning Department, reviewed annually, and published in the Bellevue School District High School Course Catalog.

H. Outside Learning Credit

Credit toward high school graduation may be granted for learning experiences outside the Bellevue School District from an accredited institution based on the following conditions:

- a. The learning experience meets BSD curriculum learning objectives.
- b. If the learning experience is for original credit, the grade will not be posted to the Bellevue School District transcript.
- c. If the learning experience is to replace a F, D or C grade, the lower grade will remain on the transcript however, the higher grade will be calculated for the GPA.
- d. Students must be scheduled in a minimum of six credits in the 11th and 12th grades and be fully scheduled (seven credits) in the 9th and 10th grades. Students must be fully enrolled in the BSD at the time of completion of the outside learning experience.

- e. Students have completed and submitted a Learning Experiences Outside the Bellevue School District form (Procedure 2410P Exhibit A).
- f. Approval for credit has been obtained prior to enrollment and/or participation in the outside learning experience to be eligible for consideration of high school credit on the BSD transcript. For learning experiences that take place in July and August, prior approval must be obtained by the last business day of June

Outside learning experiences include on-line courses approved by the Washington State Digital Learning Department and are subject to the conditions above.

I. Waivers for courses not required by state statute and physical education

Students and/or parent/guardians may request a waiver from a course not required by state statute or physical education because of physical disability, employment or religious belief or because of participation in military science and tactics by completing the course waiver request form (procedure 2410p exhibit c) and returning it to the appropriate counselor. Students who waive physical education will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement.

Students may earn 0.5 elective Physical Education credit for Directed Athletics by either participating in one season of WIAA or school board approved non-WIAA sports including cheerleading and drill, or by participating in at least 80 hours of approved community-based activity within 90 school days.

Students must complete, submit, and have approved, a School Sport for PE Credit Form (Procedure 2410P Exhibit B.1) or Community Based Activity for PE Credit Form (Exhibit B.2) within the academic year of involvement in the school sport or community-based activity. Specific requirements for school sports or community-based activities including the submission process are listed in each exhibit. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered nine times during each academic year. There is a nominal fee charged for this assessment.

J. Publication of Graduation Requirements

Each student and his/her parents or guardians will be informed of the graduation requirements in effect for that student. Graduation requirements are included in the Bellevue School District middle and high school course catalogs.

K. College Credit

High school credits from Washington state universities, colleges and technical schools may be awarded to juniors and seniors for courses taken through the Running Start, Tech Prep, and College in the High School programs. Conversion of college credits to high school credits are at the rate of one high school credit for five college quarter hour credits.

L. Work Based Learning Credit.

Work Based Learning is on-the-job experience that will enhance the academics and skills a student learned from a Career and Technical Education class. Students need to be enrolled in or have successfully completed a qualifying CTE class. Students must be at least 16 years of age. The work experience occurs after the school day and during the school year. For every 180 hours worked, a 0.5 credit will be awarded. Students may earn up to 1.0 credit during any school year.

M. Competency Based Credit

Credit in world languages may be awarded for proficiency.

N. Washington State History/Government and Civics Requirement

The Washington state history and government requirement are met during 7th and 8th grade social studies in the Bellevue School District. Students who transfer to the Bellevue School District after 8th grade, must complete the requirement by earning .5 credit by taking a high school course or completing the district-approved on-line alternative (non-credit). The requirement may be waived by the principal for students who: have successfully completed a state history and government course of study in another state; or are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

The Washington state Civics requirement is that all students receive .5 credit in civics instruction that must be applied to course credit requirements in social studies required for graduation. In the BSD, this requirement is embedded in senior level social studies options of which students must choose one of either AP U.S. Government or U.S. Government/Contemporary World Affairs

O. High School Credit Prior to High School

Beginning with the class of 2024 (current 8th grade students), students who complete high school courses prior to high school will be granted credit that applies to high school graduation unless otherwise requested by the student and student's family. A process for opting out is currently under development.

For classes through to 2023, a student or student's family may request credit and the grade earned for high school courses taken prior to high school be posted to the high school transcript at any time up to the point a student graduates from high school, although it is strongly recommended this request be made prior to the end of a student's junior year. Requests to post individual semester grades will not be granted. Please note that once the grades are recorded on the high school transcript, the grade cannot be removed and are included in the calculation of the student's grade point average.

Students or the student's family must complete the Grade for High School Course Request Form (Procedure 2410P Exhibit F).

Students in the classes of 2020 through 2023, who completed high school courses in school districts other than the BSD, must submit documentation from their former school that includes a copy of the course descriptions.

M. IB, AP and Cambridge International Course Credit

The law specifies that for ELA the following courses count as credit and satisfy the ELA state assessment requirement:

- AP English Language and Composition Literature
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP US History
- AP World History
- AP US Government and Politics
- AP Comparative Government

- Any of the Individuals and Societies courses in the IB Catalog

The law specifies that for math, the following courses count as credit and satisfy the ELA state assessment requirement:

AP Statistics

- AP Computer Science
- AP Computer Science Principles
- AP Calculus
- Any of the mathematics courses in the IB Catalog

The law does not specify specific Cambridge International courses beyond “English Language Arts and Mathematics.”

Students are not required to take the assessment(s) associated with the courses they enroll in to meet this pathway requirement. Students can either earn a grade of C+ or higher or score a 3 or higher on the AP exam or a 4 or higher on the IB exam.

Students are not required to take the assessment(s) associated with the courses they enroll in to meet this pathway requirement. Students can either earn a grade of C+ or higher or score a 3 or higher on the AP exam or a 4 or higher on the IB exam.

N. Graduation Ceremonies

Each school coordinates its own graduation ceremony. Students must have met graduation requirements in order to participate. Any student receiving special education or related services and who will continue to receive such services between the ages of eighteen and twenty-one will be eligible participate in the graduation ceremony and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

R. Summer School Credit and Credit Recovery

The High School Summer Program (9-12) provides students with an opportunity to earn up to 1.0 credit through original credit and/or grade improvement options. If the summer course is to improve a grade, the lower grade will remain on the transcript, however the higher grade will be calculated for the GPA. Approval from the school counselor is required prior to registration for a course (Procedure 2410P Exhibit H). All coursework and exams must be completed by the last day of the summer school program to be considered in the final grade. Daily student attendance is mandatory. To participate in summer school, students are required to pay tuition. There are a limited number of needs-based scholarships available.

BSD PROCEDURE 2022: ELECTRONIC RESOURCES: STUDENT ACCEPTABLE USE OF DISTRICT NETWORK SCOPE

The following procedures apply to all District students and cover all aspects of the District network. The District network includes wired and wireless computers/devices and peripheral equipment, files and storage, e-mail and Internet content, and all computer software, applications, or resources licensed to the District. The District reserves the right to prioritize the use of, and access to, the network.

Network Access

The District expects students to exercise good judgment and use network resources in an appropriate manner. All use of the network must support education and research and be consistent with the mission of the District. Use of the electronic resources provided by the District is an expectation and privilege. In order to maintain the privilege, students agree to learn and comply with all of the provisions included in this document.

Acceptable Network Use Includes:

- A. Creation of files, projects, videos, web pages and podcasts.
- B. Participation in blogs, wikis, bulletin boards, and social networking sites administered in a controlled environment, ensuring student safety and enabling the requirement to meet public record requests consistent with state and federal laws.
- C. With parental permission, the online publication of student-created original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately and all copyright laws must be followed.
- D. Connection of any personal electronic device is subject to all guidelines in this document.

Unacceptable/Prohibited Network Use

Includes but is not limited to:

- A. Commercial Use: Using the District network for personal or private gain or benefit, commercial solicitation and compensation of any kind is prohibited.
- B. Political Use: Using the District network for political purposes in violation of federal, state, or local laws is prohibited. This prohibition includes using District computers to assist or to advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office.
- C. Illegal or Indecent Use: Using the District network for illegal, bullying, harassing, vandalizing, inappropriate or indecent purposes is prohibited.
 - 1. Illegal activities are any violations of federal, state, or local laws (for example, copyright infringement, publishing defamatory information, or committing fraud).
 - 2. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that have the purpose or effect of creating an intimidating, hostile, or offensive environment or interfering with an individual's work or school performance, or with school operations. Procedure 2022.P
 - 3. Vandalism is any attempt to harm or destroy the operating system, application software, or data.
 - 4. Inappropriate use includes any violation of the purpose and goal of the network. 5. Indecent activities (including accessing, storing, or viewing pornographic, indecent or otherwise inappropriate material) are in violation of generally accepted social standards for use of publicly-owned and operated equipment.
- D. Disruptive Use: The District network may not be used to interfere or disrupt other users, services, or equipment. For example, disruptions include distribution of unsolicited advertising ("Spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of District computers or other resources accessible through the District network ("Cracking" or "Hacking"). The District will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or any other errors or omissions. The District will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the network or the Internet.

Network Security and Privacy

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account, for authorized purposes. Students are responsible for all activity on their

account and must not share their account passwords. Password sharing is only allowed between students and their parents/guardians. The following procedures are designed to safeguard network user accounts:

- Change passwords according to district procedure;
- Do not use another user's account; • Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock (Windows button + L key) the screen, or log off, if leaving the computer.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene, and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable material could be filtered. The determination of what constitutes "other objectionable" material is a local decision. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites. Procedure 2022.P Any attempts to defeat or bypass the District's Internet filter or conceal Internet activity are prohibited. These may include; proxies, https, special ports, modifications to browser settings or any other techniques designed to evade filtering or enable the publication of inappropriate content. This includes the use of 3G/4G networks to bypass filters. E-mail inconsistent with the educational mission of the District will be considered SPAM and will be blocked from entering District e-mail boxes. Staff members who supervise students, control electronic equipment or have occasion to observe student use of equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the District. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively. Filtering will also be used to assist in the prevention of sharing personal data.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited.

Student Data

District staff will maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).

No Expectation of Privacy The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of: the network; user files and disk space utilization; user applications and bandwidth utilization; user document files, folders and electronic communications; e-mail; Internet access; information transmitted or received in connection with network and e-mail use. No student should have any expectation of privacy when using the District's network. The District reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Archive and Backup

Backup are made of all District e-mail correspondence and stored data for purposes of public disclosure and disaster recovery.

Disciplinary Action

Violation of any of the conditions of use may be cause for revoking the offender's privilege of network access and/or disciplinary action up to expulsion in accordance with district policies and Procedure 2022.P. In addition, violations of this policy may result in criminal prosecutions, if warranted.

Liability

The District cannot guarantee the availability of technology resources and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. The District cannot ensure that all electronic transmissions are secure and private and cannot guarantee the accuracy or quality of information obtained. The District will employ technology protection measures to comply with Federal and State requirements to filter or block material defined to be objectionable. However, no known process can control or censor all illegal, defamatory, or potentially offensive materials that may be available to the user on systems accessible through technology resources. The District is not responsible for lost, stolen or damaged personal computing devices. Students bring these devices in at their own risk. Date: 8.14

POLICY 3241 AND PROCEDURE 3241P: CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS AND/OR INTERVENTIONS

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

When applying corrective action, principals use sound professional judgment to determine appropriate corrective action that is consistent with the District mission and goals, in the best interest of students and anchored in sound theory and practice. Principals will ensure that corrective action is consistent, fair, balanced, progressive in nature, and considers the developmental level of the student. The application of corrective action is at the discretion of principals.

The district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county or local law.

Appeal Process for:

Corrective Action and/or In-School Suspensions: There are three levels of grievance/appeal within the school district to contest corrective action.

- (1) A building-level grievance to the principal: The student and/or parent/guardian have the right to an informal conference with the building principal or his/her designee, provided they notify the principal within three school days of the notification of the imposition of the discipline to request a grievance conference.
- (2) A district-level grievance: Subsequent to the building-level, grievance, the student and/or parent/guardian have the right, within three school business days of receiving the principal's decision, to present the district-level grievance to the executive director of the student's school.
- (3) An appeal to the district Disciplinary Appeal Council: Subsequent to the district-level grievance, the student and/or parent/guardian have the right to present a written and/or oral grievance to the disciplinary appeal council, provided the student and/or parent/guardian has notified the executive director of the student's school within two school business days of receiving their decision of intent to grieve. The district Disciplinary Appeal Council will notify the student and/or parent/guardian of its response to the grievance within ten school business days after the date of the appeal. In-school suspensions will be imposed notwithstanding implementation of the above grievance/appeal procedures.

Long-Term Suspension and Non-Emergency Expulsion: There are two levels of grievance/appeal within the school district to contest long-term suspension and non-emergency expulsions:

(1) A hearing before the District Hearing Officer: To initiate this hearing, the student and/or his/her parent/guardian must submit a written request for a hearing to the appropriate Executive Director or Supervisor of Pupil Management on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing.

(2) An appeal before the district Disciplinary Appeal Council: Subsequent to a hearing before the District Hearing Officer, the student and/or parent/guardian have the right, within three school business days after receipt of the District Hearing Officer's decision, to present a written appeal of the decision to the appropriate Executive Director. If a written appeal is not received within the required three school business days, the long-term suspension or non-emergency expulsion may be imposed as of the calendar day following expiration of the three school business days.

If a written appeal is received within the required three business days, the long-term suspension or non-emergency expulsion may be imposed during the appeal period subject to the conditions and limitations described in WAC 392-400-310(4). If a written appeal is received within the required three school business days, the district Disciplinary Appeal Council will schedule and hold an informal conference to review the matter within ten school days after the date of receipt of the appeal. The purpose of the informal conference will be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal.

Emergency Expulsion: There are two levels of grievance/appeal within the District to contest emergency expulsions:

(1) A hearing before the District Hearing Officer: To initiate this hearing, the student and/or parent/guardian must submit a written request for a hearing to the appropriate Executive Director or Supervisor of Pupil Management within three school business days after the receipt of the notice of opportunity for a hearing. If a request for a hearing is not received within the required three school business days, the right to a hearing may be deemed to have been waived and the emergency expulsion may be continued as deemed necessary by the school district without any further opportunity for the student or parent/guardian to contest the matter.

If a request for a hearing is received within the required three school days, the school district will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and in no case later than the third school business day after receipt of the request for hearing.

Within one school business day after the date upon which the hearing concludes, a decision as to whether the emergency expulsion shall be continued will be made, and the student's legal counsel or the student and parent/guardian will be notified thereof by depositing a certified letter in the United States mail. An emergency expulsion may be continued following the hearing on the basis that the emergency situation continues and/or as corrective action for the action(s) giving rise to the emergency expulsion in the first instance.

(2) An appeal before the district Disciplinary Appeal Council: Subsequent to a hearing before the District Hearing Officer, the student and/or parent/guardian, have the right, within three school business days after receipt of the District Hearing Officer's decision, to request an appeal of the decision to the appropriate Executive Director. If a written appeal is not received within the required three school business days, then the right to appeal will be deemed to have been waived and no further appeal may be made.

If a written appeal is received within the required three business days, the emergency expulsion may be imposed during the appeal period subject to the conditions and limitations described in WAC 392-400-310(4). If a written appeal is received within the required three school business days, the district Disciplinary Appeal

Council will schedule and hold an informal conference to review the matter within ten school days after the date of receipt of the appeal. The purpose of the informal conference will be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal. At that time, the student or parent/guardian or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the district Disciplinary Appeal Council deems reasonable.

After studying the hearing record or other material submitted, the district Disciplinary Appeal Council will render its decision within ten school business days after the date of the informal conference. An appeal from any decision of the district Disciplinary Appeal Council to impose or to affirm the imposition of an emergency expulsion shall be to the courts. Whether or not the decision of the district Disciplinary Appeal Council shall be postponed, pending an appeal to Superior Court shall be discretionary with the Disciplinary Appeal Council except as ordered otherwise by a court.

CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS AND/OR INTERVENTIONS (POLICY 3241 AND PROCEDURE 3241P)

DRUGS AND ALCOHOL

The following Drug and Alcohol-related Conduct is prohibited at school or in the immediate vicinity of school property, in school vehicles, at school bus stops (including metro stops used for school transportation) and at school-sponsored activities:

1. Possess, use, or be under the influence of any drug or look alike drug, except as authorized by valid prescription.
2. Possess, use, or be under the influence of alcohol.
3. Use or be under the influence of any other intoxicant.
4. Sell, purchase, barter, trade, exchange, give, or transmit any drug, alcohol, or intoxicant, look alike drug or offer to do so.
5. Possess or use of drug paraphernalia
6. In addition, students shall not use any drug (except as authorized by valid prescription), alcohol, or intoxicant before attending school or any mandatory school sponsored activity, and they shall not attend any optional school-sponsored activity after using any drug (except as authorized by valid prescription), alcohol, or intoxicant.
7. Specific corrective measures and definitions for violations of drug and alcohol-related conduct are found in section III of procedure 3241.

The district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county or local law.

Misconduct:

The following are prohibited on school premises, at school-sponsored events or activities, on school buses or vehicles provided by the District, or if conducted in a manner having a real and substantial relationship to the operation of school or educational programs, and shall be cause for discipline and/or intervention. Discipline/intervention cannot be cause for short-term suspension. Exhibit A (Secondary School Discipline Matrix) and Exhibit B (Elementary School Discipline Matrix) are guidelines for sanctions and are strongly recommended to ensure consistency and continuity across the District for similar offenses. Discipline should be progressive, both in terms of the level of discipline as well as the number

of days. Also, when considering disciplinary consequences administrators should take into account the developmental level of the student. If extenuating circumstances warrant it, a lesser or greater disciplinary consequence may be used if appropriate. When considering extenuating circumstances for a consequence greater than recommended, administrators will discuss the details with the Supervisor of Pupil Management or their Executive Director of Schools prior to issuing such discipline.

- A. Cheating including copying the work of other persons, or turning in another person's papers, projects, computer programs, etc., as your own or having someone else write your paper, program, or project, including asking friends, paying someone, using a paper writing service, or other methods as determined by the teacher or administrator etc. Cheating also includes the aiding and abetting of cheating by others.
- B. Computer Misuse meaning any use of Bellevue School District computers or network for non-academic use.
- C. Dangerous Activities meaning any intentional or unintentional act that could potentially harm oneself or others (horseplay, throwing objects that could cause harm, climbing a roof, driving at excessive speed through a school parking lot, etc.).
- D. Disruptive Conduct meaning substantially interfering with teaching, learning, and/or school operations.
- E. Failure to Attend any required activity or disciplinary consequence assigned by a teacher, counselor, administrator, or designee.
- F. Failure to Comply in a passive manner with the instructions of teachers and other school staff. This includes breaking a specific, published school or district rule.
- G. Fighting which means engaging in or provoking mutual contact involving anger or hostility that does not result in physical harm or injury to one or more people.
- H. The Forging of any non-District or District Personnel Signature (including electronic) or Making of any False Entry or the Alteration of any Document used or intended to be used in connection with the operation of the school.
- I. Gambling such as playing cards, dice, or games of chance for money or other things of value.
- J. Harassment, Intimidation and/or Bullying of others that is not persistent, severe, and/or pervasive.
- K. Leaving Campus during regular school hours without written or verbal permission from a parent or school official.
- L. Lewd/Obscene Behavior including inappropriate sexual expressions or behavior.
- M. Look-Alike Weapons including possessing a toy gun or other toy weapon whether or not appearing to be a real gun or weapon, or any item that can reasonably be considered a firearm, air soft gun, compress air gun, or dangerous weapon that is not used in the commission of an exceptional misconduct act.
- N. Lying means knowingly not telling the truth to a staff member or volunteer in response to a question related to the safety of the school or the investigation of a disciplinary matter.

O. Misuse of School Property including writing on desks, walls, etc. or using school property in a way that it was not intended and has or can do damage to the property.

P. Out-of-School Boundary meaning places that are off limits during the day that are defined by the school such as parking lots, sidewalks around school, parks and open fields etc.

Q. Plagiarism including using another writer's words or ideas without proper citation, or merely rearranging or changing a few of the author's words and presenting the result as your own work, or not using quotation marks when citing a source.

R. Physical Aggression such as hitting, kicking spitting or the throwing of objects that do not seriously injure another person or rise to the level of assault.

S. Possession, Handling, or Transmission of a Small Folding Knife—a small folding knife is defined as a blade length of 2-1/2 inches or less with a blade width of ½-inch or less.

T. Profanity/Obscenity including using vulgar or abusive language and/or cursing or swearing.

U. School Dress that possesses a health or safety hazard or may disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives, including but not limited to apparel or items depicting lewd, sexual, drug, tobacco, marijuana (cannabis) or alcohol-related messages.

V. Theft meaning stealing district or personal property

W. Threat to Cause Bodily Harm which is communicated by any means.

X. Trespass/Unauthorized Entry onto another school other than student's own school during the school day without administrative permission or the wrongful or unauthorized entry onto district property or facility.

Y. Use of Personal Telecommunication Devices including, but not limited to, pagers, beepers and cellular phones in a manner that poses a threat to academic integrity, disrupts the learning environment or violates the privacy rights of others. Students shall not send, share, view or possess pictures, text messages, emails or other material of a sexually explicit nature or that contributes to harassment, intimidation and/or bullying in electronic or any other form on a cell phone or other electronic device.

Z. Vandalizing and/or Damaging any School or Personal Property, including writing, painting, drawing, or otherwise marking graffiti on any school or personal property resulting in less than \$50 of damage.

AA. Visible Use or Possession of any Tobacco Product or Tobacco Paraphernalia (including, but not limited to, lighters or rolling papers) on or in the immediate vicinity of school property is prohibited. School property includes all buildings, grounds and vehicles owned and used by the District. E-cigarettes are dealt with below in II BB Drug and Alcohol Conduct.

BB. Wearing, Carrying, Possessing and/or Displaying Gang Related Apparel, Grooming, or Exhibiting or Implying Behavior or Gesture with Symbolize Gang Membership or Affiliation by written communication, marks, drawing, painting, design, emblem, etc. upon any school or personal property or one's persons or causing and/or participating in ac

Exceptional Misconduct

The Superintendent, following consultation with a representative ad hoc committee, has defined the types of misconduct that constitute exceptional misconduct. The appeal process for short and long-term suspensions will remain in effect for short and long range suspensions imposed as a result of this procedure. The following are prohibited on school or district premises, at school-sponsored events or activities, on school buses or vehicles provided by the District, or if conducted in a manner having a real and substantial relationship to the operation of school or educational programs, and represents exceptional misconduct that can be cause for discipline, suspension or expulsion. Exhibit A (Secondary School Discipline Matrix) and Exhibit B (Elementary School Discipline Matrix) are guidelines for sanctions and are strongly recommended to ensure consistency and continuity across the District for similar offenses. Discipline should be progressive, both in terms of the level of discipline as well as the number of days. Short-term suspensions may only apply to offenses related to Harassment, Intimidation, Bullying (Item K) or Drug and Alcohol Related Offenses (Item W) prior to implementing a short-term suspension as a corrective action, administrators must consult with the Supervisor of Pupil Management or an Executive Director of Schools. Also, when considering disciplinary consequences administrators should take into account the developmental level of the student. If extenuating circumstances warrant it, a lesser or greater disciplinary consequence may be used if appropriate. When considering extenuating circumstances for a consequence greater than recommended, administrators will discuss the details with the Supervisor of Pupil Management or their Executive Director of Schools prior to issuing such discipline.

A. Abusing and/or Insulting Teachers while carrying out their official duties.

B. The Aiding and Abetting of Others in the commission of any of the acts prohibited under this section, as well as the attempt to commit any of these acts, may also be subject to the same disciplinary consequences as the person who committed the act.

C. Arson meaning intentionally setting a fire or causing an explosion.

D. Assault meaning being physically violent or using unwarranted force toward another person(s).

E. Computer Misuse of a substantial nature, including but not limited to, use of Bellevue School District networking system that violates any part of the act prohibited under this policy, intentionally violating a school or Bellevue School District computer system or database including but not limited to:

1. Stealing, hacking, deleting, interfering with, or copying software, systems, or programs.
2. Intentionally transmitting a virus or other material that is wholly inconsistent with the fundamental values of public school education.
3. Changing of school, District, or student records without authorization.
4. Accessing a district or teacher's computer without authorization.
5. Using a proxy site or other Internet site from a District computer to deliberately evade District filters.

F. Possession, Handling, or Transmission of a Dangerous Weapon. "Dangerous Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of

less than two and one-half inches in length. Exceptions may be made as outlined in RCW 9.41.280. These include but are not limited to the following:

1. Any device commonly known as “nun-Chu-ka sticks”, consisting of two or more lengths of wood, metal, plastic, or similar substance connected with wire, rope, or other means.
2. Any device, commonly known as "throwing stars", which are multi-pointed, metal objects designed to embed upon impact from any aspect.
3. Any air gun, including any air pistol or air rifle, designed to propel a BB, pellet, or other projectile by the discharge of compressed air, carbon dioxide, or other gas.
4. Any portable device manufactured to function as a weapon and which is commonly known as a stun gun, including a projectile stun gun which projects wired probes that are attached to the device that emit an electrical charge designed to administer to a person or an animal an electric shock, charge, or impulse.
5. Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by an electric shock, charge, or impulse.
6. Slung shot device consisting of a weight, or “shot,” affixed to the end of a long cord.
7. Sand club such as a bag of sand which is used as a weapon.
8. Metal knuckles.
9. Spring blade knife, or any knife the blade of which is automatically released by a spring mechanism or other mechanical device, or any knife having a blade which opens, or falls, or is ejected into position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement, or locks into an open position.

G. Extortion/Blackmail/Coercion meaning obtaining or attempting to extort obtain money, property, or other consideration by violence or threat of violence, or forcing someone to do something against his or her will by force or threat of violence.

H. False Reporting meaning knowingly and maliciously falsely reporting or falsely corroborating misbehavior of others that did not occur, including spreading a false rumor maliciously at school, or school grounds, on school-provided transportation, or at a school-sponsored function, that resulted in an out of school removal or legal action for the student(s) who was accused.

I. Fighting which means engaging in or provoking mutual physical contact involving anger or hostility that results in physical harm or injury to one or more people. Fighting includes, but is not limited to, the following:

1. Engaging in mutual physical contact involving anger or hostility.
2. Teasing, harassing, threatening or intimidating others resulting in physical contact involving anger or hostility.
3. Retaliating physically for teasing, harassing, threatening, or intimidating behavior.
4. Verbally inciting or physically supporting a fight by one’s encouragement or presence, including, but not limited to, posturing, making verbal accusations or threats, or drawing spectator attention to a fight or recording and or broadcasting (See Aiding and Abetting).

J. Fireworks/Explosives including the possession, handling or transmission of any form of firework and/or explosive, chemical or incendiary device. These devices include, but are not limited to, firecrackers, sparklers, smoke bomb or stink bomb, cherry bomb, M80, bottle rocket, other explosive, incendiary or poison gas, or gas pen/gas pencil.

K. "Harassment, Intimidation or Bullying" means 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, culture, gender, socio-economic status, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when the intentional written, verbal, or physical act:

1. Physically harms any person or damages the person's property.
2. Has the effect of substantially interfering with a student's education.
3. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment.
4. Has the effect of substantially disrupting the orderly operation of the school.

L. Hazing of any students or persons. "Hazing" includes initiating students into a school, group, grade level, or office through persecuting, harassing, or coercive behaviors that cause or are likely to cause social, emotional, or physical harm. Evidence of hazing may include but is not limited to, activities with any of the following components: degrading, disgraceful, or humiliating behaviors or treatment. The term "hazing" does not include school-authorized athletic events, contests, competitions or other activities that have express administrative approval.

M. Lewd/Obscene Behavior including engaging in inappropriate sexual behavior, including sexual intercourse, oral sex, sexual touching, indecent exposure, or voyeurism, and/or sexual behavior that has the potential to substantially disrupt or obstruct any school function or operation.

N. Look-Alike Weapons that can reasonably be considered a firearm, air soft gun, compressed air gun, or dangerous weapon and used for the commission of another exceptional misconduct act.

O. Possession, Handling or Transmission of Firearms on school property. This will result in a one-year mandatory expulsion, subject to appeal, with notification to parents and law enforcement.

P. Possession, Handling, or Transmission of any Object with intent to carry out another exceptional misconduct act which can reasonably be considered a Weapon.

Q. Possession, Transmission, or Use of Personal Protection Spray Devices without prior written parental/guardian permission is prohibited. Students over 18 years of age and students between 14 and 18 years of age with written parental/guardian permission may possess personal protection spray devices. No one less than 18 years of age may transmit such devices nor may they be used other than in self-defense as defined by state law.

R. Retaliation means any act of revenge against a person for reporting any violation of the acts prohibited under this policy, as well as any attempted act of revenge.

S. Possession, Handling, or Transmission of a Small folding Knife- a small folding knife is defined as a blade length of 2-1/2 inches or less and with a blade width 1/2-inch or less with the intent to carry out another exceptional misconduct act

T. Threat to Cause Bodily Harm by any means which causes a person to believe his or her or another person's life, safety, or property is in danger.

U. Vandalism/Property Damage, meaning intentionally causing damage to any district or personal property, including writing, painting, drawing, or otherwise marking graffiti on any district or personal property that is \$50 of damage or more.

V. Any action, event or group of events which constitutes a Violation of Federal, State or Local Law.

W. The following Drug and Alcohol-related Conduct is prohibited at school or in the immediate vicinity of school property, in school vehicles, at school bus stops (including metro stops used for school transportation) and at school-sponsored activities:

1. Possess, use, or be under the influence of any drug or look alike drug, except as authorized by valid prescription.
2. Possess, use, or be under the influence of alcohol.
3. Use or be under the influence of any other intoxicant.
4. Sell, purchase, barter, trade, exchange, give, or transmit any drug, alcohol, or intoxicant, look alike drug or offer to do so.
5. Possess or use of drug paraphernalia including but not limited to electronic cigarettes (also known as E-devices, E-pens, E-hookahs, hookah pens, vape-pipes, vape-pens and vaporizers)
6. In addition, students shall not use any drug (except as authorized by valid prescription), alcohol, or intoxicant before attending school or any mandatory school-sponsored activity, and they shall not attend any optional school-sponsored activity after using any drug (except as authorized by valid prescription), alcohol, or intoxicant.
7. Specific corrective measures and definitions for violations of drug and alcohol-related conduct are found in section III of procedure 3241.

The district reserves the right to refer to the appropriate non-school agency any act or conduct of its students which may constitute a crime under federal, state, county or local law.

BULLYING AND HARASSMENT

BSD POLICY 3207: PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING

The Bellevue School District strives to provide students with optimal conditions for learning by maintaining a school environment where everyone is treated with respect and no one is physically or emotionally harmed. The District is committed to providing a safe and civil educational environment that is free from all types of discrimination and harassment, including sexual harassment.

In order to ensure respect and prevent harm, it is a violation of district policy for a student to be harassed, intimidated, or bullied by others in the school community, at school sponsored events, or when such actions create a substantial disruption to the educational process. The school community includes, but shall not be limited to, all students, school employees, school board members, contractors, unpaid volunteers, families, patrons, and other visitors. Student(s) will not be harassed because of their race, color, religion, ancestry, national origin, socio-economic status, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

Any school staff who observes, overhears, or otherwise witnesses harassment, intimidation or bullying or to whom such actions have been reported must take prompt and appropriate action to stop the harassment and to prevent its reoccurrence.

Upon notice, the District will take prompt and appropriate action to investigate and address harassment, intimidation and/or bullying, and discriminatory and sexual harassment. This includes steps to end the harassment, eliminate the hostile environment, prevent its recurrence, and remedy its effects.

DEFINITIONS

Harassment, intimidation or bullying is any intentionally 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, culture, gender, socio-economic status, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an 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.

Nothing in this section requires the affected student to actually possess a characteristics that is a basis for the harassment, intimidation or bullying. "Other distinguishing characteristics" can include but are not limited to physical appearance, clothing or other apparel, socioeconomic status and weight. "Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Discriminatory harassment, as defined in district procedure 3210P, includes conduct that is based on a student's status as a member of a protected class and is sufficiently severe, persistent, or pervasive that it limits or denies a student's ability to participate in or benefit from the school's education programs or activities.

Malicious harassment, as defined in district procedure 3241.1P, means committing malicious and intentional acts because of one's perception of the victim's race, color, religion, ancestry, national origin, gender, sexual orientation or mental, physical or sensory disability which;

- a. Causes physical injury to the victim or another person;
- b. Causes physical damage to or destruction of the property of the victim or another person; or
- c. Threatens a specific person or group of persons and places that person, or members of a specific group of persons, in reasonable fear of harm to the persons or property.

Sexual harassment, as defined in board policy 3205, means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- a. Submission to that conduct or communication is made a term or condition, either explicitly or implicitly, of obtaining an education;
- b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education, or
- c. That conduct or communication has the purpose or effect of substantially interfering with an individual's educational performance, or of creating an intimidating, hostile, or offensive educational environment.

STAFF INTERVENTION

All staff members will intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, require staff to notify the applicable building and/or central office administrative designee in writing of receipt of an oral and/or written report of harassment, intimidation or bullying and actions taken, as applicable, by completing the Incident Reporting Form. The administrator in receipt of that form will complete the Investigative Reporting Form and submit that form to the Harassment, Intimidation and Bullying compliance officer. Regardless of the magnitude, all incidents shall be taken seriously and handled accordingly and documented via the district's Investigative Reporting Form, submitted to the district's Harassment, Intimidation and Bullying compliance officer.

If a staff member witnessed, intervened and/or was in receipt of a report of harassment, intimidation and/or bullying that allegedly occurred by a staff member, the staff member is to notify the applicable building and/or central office administrative designee in writing of such by completing the Incident Reporting Form. The building and/or central office administrative designee in receipt of the Incident Reporting Form will contact the Harassment, Intimidation and Bullying compliance officer to arrange for an investigation led by a central office administrator or designee.

If the principal or designee is the subject of the complaint, the Incident Reporting Form will be submitted to the Harassment, Intimidation and Bullying compliance officer to arrange for an investigation led by a central office administrator and/or designee.

FILING AN INCIDENT REPORTING FORM

Any student who believes he or she has been the target of unresolved, severe, or persistent harassment, intimidation or bullying, or any other person in the school community who observes or receives notice that a student has or may have been the target of unresolved, severe, or persistent harassment, intimidation or bullying may report incidents verbally or in writing to any staff member.

In order to protect a targeted student from retaliation, a student need not reveal his or her identity on an Incident Reporting Form. The form may be filed **anonymously** (example: an unsigned letter dropped on a teacher's desk), **confidentially** (example: a student reports bullying, but asks that nobody know who reported the incident), or **non-confidentially** (the student may choose to disclose his or her identity). No disciplinary action will be taken against an alleged aggressor based solely on an anonymous or confidential report.

INVESTIGATIONS OF HARASSMENT, INTIMIDATION AND BULLYING ALLEGATIONS

All reports of harassment, intimidation or bullying will be investigated with reasonable promptness. Any student may have a trusted adult with them throughout the report and investigation process.

1. Upon receipt of the Incident Reporting Form that alleges harassment, intimidation or bullying, the school or district designee will begin the investigation. Allegations against building staff will be investigated by a central office administrator and/or designee. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved.

The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

If a complaint of harassment, intimidation or bullying indicates potential discrimination or harassment based on any protected class, the investigator must inform the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under both the Harassment, Intimidation and Bullying and Nondiscrimination (Procedure 3210P) compliant procedures.

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying. During that time, the school and/or district designee will review the investigative processes and related timelines, outlined in this procedure.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
5. The investigation will include, at a minimum:
 - a. An interview with the complainant;
 - b. An interview with the alleged aggressor(s);
 - c. A review of any previous complaints involving either the complainant or the alleged aggressor(s); and
 - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
 - e. An interview with the parent, as appropriate.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer via the district's Investigative Reporting Form, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor(s) stating:
 - a. The results of the investigation;
 - b. Whether the allegations were found to be factual;
 - c. Whether there was a violation of policy; and
 - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

If the initial response to the parent/guardian of the complainant and the alleged aggressor was in person, the principal or designee will also follow up in writing, summarizing the conversation, including the district's Harassment, Intimidation and Bullying compliance officer in that written summary.

Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

Support for the Targeted Student

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate. This may include, though not be limited to, development and implementation of a safety plan, scheduling and facilitating of a follow up meeting(s), instituting a check-in and/or check-out system, and/or access to trusted adults and/or a safe space.

A. Immunity/Retaliation

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

Bellevue School District's Tip Reporting Service



Safe Schools Alert is a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

1. **Phone:** 425.324.3875
2. **Text:** Text your tip to 425.324.3875
3. **Email:** 1177@alert1.us
4. **Web:** <http://1177.alert1.us>

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you are concerned about. You can submit a tip anonymously online or by telephone. More information, including the *Safe Schools Alert* Terms of Use and Privacy Policy, is available online at <http://1177.alert1.us>. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

PROHIBITION OF SEXUAL HARASSMENT: STUDENTS BSD POLICY 3205:

Definitions

For purposes of this policy, sexual harassment means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

- a. Submission to that conduct or communication is made a term or condition either explicitly or implicitly of obtaining an education;
- b. Submission to or rejection of that conduct or communication by an individual is used as a factor in decisions affecting that individual's education; or
- c. That conduct or communication has the purpose or effect of substantially interfering with an individual's education, or of creating an intimidating, hostile, or offensive educational environment.

The district prohibits sexual harassment of students by other students, employees or third parties involved in school district activities.

A "hostile environment" has been created for a student when sexual harassment is sufficiently serious to interfere with or limit the student's ability to participate in or benefit from the school's program. The more severe the conduct, the less need there is to demonstrate a repetitive series of incidents. In fact, a single or isolated incident of sexual harassment may create a hostile environment if the incident is sufficiently severe, violent, or egregious.

If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This policy applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school District activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the District will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The District has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Staff Responsibilities

- In the event of an alleged sexual assault, the school principal or designee will immediately inform the Title IX Compliance Coordinator so that the District can appropriately respond to the incident consistent with its own grievance procedures; and

law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the District not investigate or seek action against the alleged perpetrator, the request will be forwarded to the *District Title IX Compliance Coordinator* for evaluation.
- *The District Title IX Compliance Coordinator* will inform the complainant that honoring the request may limit the District's ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.

- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator, or that the District not investigate or seek action against the alleged perpetrator, the District will determine if it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in District activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the District's ability to respond fully to an individual allegation of sexual harassment, the District will use other appropriate means available to address the sexual harassment.

Retaliation

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the District will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness. The District will investigate all allegations of retaliation and take actions against those found to have retaliated.

Informal Complaint Process

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to *Jeff Lowell, Title IX Coordinator* (lowellj@bsd405.org or 425-456-4020). Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the informal complaint process, the District will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the District will take interim measures to protect the complainant before the outcome of the District's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A public statement from an administrator in a building reviewing the District sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the District believes the complaint needs to be more thoroughly investigated.

The District will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the District will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the District and complainant.

Formal Complaint Process

Level One – Complaint to District

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the District will take interim measures to protect the complainant before the outcome of the District's investigation.

Filing of a Formal Complaint

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve.
- The time for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint unless the complainant was prevented from filing due to:
 - 1) Specific misrepresentations by the District that it had resolved the problem forming the basis of the complaint; or
 - 2) Withholding of information that the District was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the District Title IX Coordinator, Jeff Lowell, District Athletics and Activities Director at 12111 NE 1st St. Bellevue, WA 98008 / lowellj@bsd405.org / 425-456-4020. **Any District employee who receives a complaint that meets these criteria will promptly notify the Coordinator.**

Investigation and Response

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator's possession that they believe requires further investigation. **Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.**

- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. Complainants and witnesses may have a trusted adult with them during any District-initiated investigatory activities. The school District and complainant may also agree to resolve the complaint in lieu of an investigation.

Superintendent Response

- The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit.
- The response will include:
 - 1) a summary of the results of the investigation;
 - 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed ;
 - 3) if sexual harassment is found to have occurred, the corrective measures the District deems necessary, including assurance that the District will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate;
 - 4) notice of the complainant’s right to appeal to the school board and the necessary filing information; and
 - 5) any corrective measures the District will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent’s or designee’s response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's or designee’s mailing of a written response.
- The District will inform the complainant and their parent/guardian how to report any subsequent problems.

Level Two - Appeal to Board of Directors

Level Three - Complaint to the Superintendent of Public Instruction

Level Four - Administrative Hearing

Other Complaint Options

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

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

Washington State Human Rights Commission (WSHRC)

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a District may, at its own expense, offer mediation. The complainant and the District may agree to extend the complaint process deadlines in order to pursue mediation.

PREVENTING BULLYING, HARASSMENT AND INTIMIDATION

What to do if you are bullied, harassed or intimidated: *From The Center for the Study and Prevention of Violence*

- Tell your parents. Telling is not snitching. Your parents can help you figure out what to do.
- Tell a trusted teacher, school counselor, or administrator. If you are scared or uncomfortable, bring a friend or a parent. Your parents can also talk to the school for you. You can write down what happened, how it happened, and who is bullying you.
- Do not retaliate against or get angry at the person bullying, harassing or intimidating you. Try to cool the situation and not make the person torment you even more.
- Respond evenly and firmly or say nothing and just walk away. A bully likes to feel powerful and likes to see that he or she has upset you.

How to prevent being bullied, harassed or intimidated:

- Develop friendships with other students at your school or in your neighborhood. A bully is more likely to leave you alone if you are with your friends. This is especially true if you stick up for each other.
- Develop interests in social and physical activities. This will help you to develop friendships with other people who share your interests.
- Act confident. Hold your head up, stand up straight, make eye-contact, and walk confidently. A bully will be less likely to single you out if you project self-confidence.

How to avoid bullying and harassment situations:

Sometimes the best way to prevent being bullied is to avoid situations where bullying can happen.

- Leave a little earlier or later to avoid a confrontation with a bully.
- Do not bring expensive items or lots of money to school.
- Take different routes through the hallways or walk with a teacher to your classes.
- Avoid unsupervised areas of the school and situations where you are isolated from your teachers and classmates.
- Make sure you are not alone in the locker room or bathroom.

What NOT to do if you are bullied:

There are some things that you should avoid when you are confronted with bullying behavior. Don't:

- Think that it's your fault. No one deserves to be bullied.
- Hurt yourself. Some people that are bullied might get depressed. Remember that it's not your fault!
- Keep it to yourself and think that the bully will just "go away"
- Think that you're a "rat" or "snitch" if you tell an adult. Telling someone is the right thing to do.
- Fight back or bully the person back. This might make things worse.

How can you help a victim of bullying, harassment or intimidation?

Try to help the person if you can, but do not place yourself at risk. If you do nothing it implies that you think that it is okay to bully and hurt others.

- Refuse to join in if the bully tries to get you to taunt and torment someone.
- Get a teacher, parent, or other adult to come help. This is not snitching. You are saying that you do not think that bullying is acceptable and do not want anyone to get hurt.
- Try to get the student that is being bullied to tell his or her parents or a trusted teacher. Tell the victim that you will go with them.
- Tell a trusted adult yourself if the victim is unwilling to report the bullying. Do not let the bully know so that he or she does not become aggressive toward you.

Stop Bullying Now! Take a stand, lend a hand.

What should I do if I'm bullied?

What is bullying?

Bullying happens when someone hurts or scares another person on purpose. The person being bullied has a hard time defending himself or herself. Usually, bullying happens over and over. Sometimes, bullying is easy to notice, such as with hitting or name calling and other times it's hard to see, like with leaving a person out or saying mean things behind someone's back. Both boys and girls bully, and both boys and girls get bullied. Bullying is not fair, and it hurts.

How to deal with bullying:

- Tell your parents or other trusted adults. They help stop the bullying.
- If you are bullied at school, tell your teacher; school counselor, or principal. Telling is not tattling.
- Don't fight back. Don't try to bully those who bully you.
- Try not to show anger or fear. Students who bully like to see that they can upset you.
- Calmly tell the student to stop...or say nothing and then walk away.
- Use humor, if this is easy for you to do. (For example, if a student makes fun of your clothing, laugh and say, "Yeah, I think this shirt is kind of funny-looking, too.")
- Try to avoid situations in which bullying is likely to happen. You might want to:
 - Avoid areas of the school where there are not many students or teachers around.
 - Make sure you aren't alone in the bathroom or locker room.
 - Sit near the front of the bus.
 - Don't bring expensive things or lots of money to school.
 - Sit with a group of friends at lunch.
 - Take a different route through hallways or walk with friends or a teacher to your class.

What can students and youth do to "lend a hand?"

What do YOU do when you see someone being bullied at school?

- *Ask yourself, "Is it my job to help?"*
Think about YOU might feel if the bullying was happening to you. You and other kids can lend a hand, even if you aren't close friends with the kids who are bullied. Your school will be a better place if you help stop bullying. And making your school a better place is EVERYONE'S job.

What can I do?

- *Lots of things! Think about what may work for you:*
 - Don't just stand there...SAY SOMETHING!
 - Kids who bully may think they're being funny or "cool." If you feel safe, tell the person to STOP the bullying behavior. Say you don't like it and it isn't funny.
 - DON'T BULLY BACK! It won't help if you use mean names or actions, and it could make things worse.

What if I don't feel safe telling a bully to stop?

- *That's okay.*
 - No one should put themselves in an unsafe situation. How ELSE can you lend a hand when bullying happens?
 - Say kind words to the child who is being bullied, such as "I'm sorry about what happened," and "I don't like it." Help them understand that it's not his or her fault. Be a friend, Invite that student to do things with you, such as sit together at lunch or work on a project. EVERYONE NEEDS A FRIEND!
 - Tell the student who is being bullied to talk to someone about what happened. Offer to help by going along.
 - Pay attention to the other kids who see the bullying. (These are called "by-standers.") Are any of them laughing or joining in with the bullying? If yes, these kids are a part of the problem. Let those students know they are not helping! DON'T be one of them!
- *Tell an adult*
 - Chances are the kid who is being bullied needs help from an adult. The kid who is doing the bullying probably does too. Often, the bullying does not get reported. But, who should you tell? Think about who you could tell in your school:
 - Teacher (which one would you talk to?)
 - School counselor
 - Cafeteria Supervisor
 - School Nurse
 - Principal
 - Bus Driver
 - Other adults you feel comfortable telling
 - If you need help telling, take a friend along.

What if I don't feel safe telling a bully to stop?

- They may not want others to think they are "tattling."
- They may be afraid that the kids who bully may pick on them next

- They may think that their friends will make fun of them for trying to help.

Telling is very important! Reporting that someone is getting bullied or hurt in some other way is NOT “tattling.” Adults at school can help. Ask them to help keep you safe after telling. Explain to your friends that bullying is NOT fair and encourage them to join in helping!

What if the bullying doesn’t happen at school?

- If there is an adult around, report the bullying to an adult (your youth group leader, minister, or sports coach).
- No matter where the bullying happens, you should talk to your parents about bullying that you see or know about. Ask them for their ideas about how to help.

We ALL must do our part! Kids who are bullied deserve to feel safe and welcome at school and in their neighborhoods. All kids do! TAKE A STAND. LEND A HAND. STOP BULLYING NOW! Check out other activities at www.stopbullyingnow.hrsa.gov for more ideas about how you can “lend a hand” to stop bullying.

NONDISCRIMINATION: BSD POLICY 3210

Bellevue 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 or identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups. Alexa Allman, Director of Human Resources is the employee designated to handle questions and complaints of alleged discrimination: 12111 NE 1st St. Bellevue, WA 98005, 425-456-4040, allmana@bsd405.org

Each student should have equal access to public education without discrimination. If parents, students, school staff, or community members believe that a student has experienced discrimination or discriminatory harassment, there are steps they can take to resolve these concerns.

Under Procedure 3210P and WAC 392-190-065, a discrimination complaint or grievance is a written and signed complaint alleging discrimination based on any of the protected classes by a school or school district. The complaint must describe the specific acts, conditions, or circumstances that are alleged to be discriminatory and why the complainant believes that it is discrimination.

Filing a Discrimination, Discriminatory Harassment or Sexual Harassment Complaint

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 under Washington State law and BSD Policies 3207, 3205 and 3210 and Procedures 3207P, 3205P and 3210P.

Before filing a complaint, you can discuss your concerns with your child’s principal or District’s Title IX Officer or Civil Rights Coordinator. If your child has a 504 plan, **you may also opt to discuss with the District’s 504 Officer**

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 district 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 need 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 school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school 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 school 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, 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.

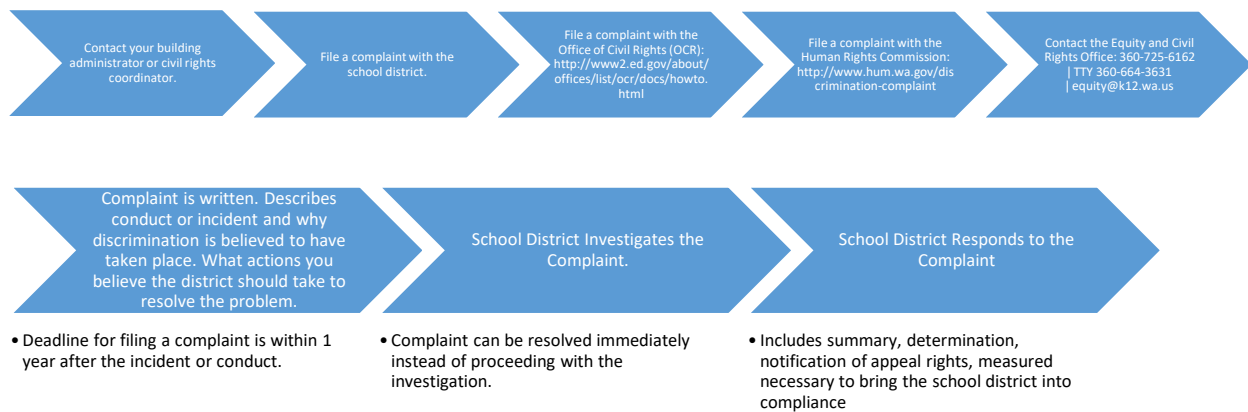
Other Discrimination Complaint Options

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



BSD POLICY 4220: COMPLAINTS CONCERNING STAFF OR PROGRAMS

Every effort shall be made first by the student and/or parent/guardian to resolve concerns and complaints through informal communication between the student and other persons in the school or district who may be in a position to assist in resolving the student's concerns. If such informal procedures fail to provide an adjustment acceptable to the student, then the student may initiate formal complaint procedures. The district is committed to resolving concerns and complaints about school and district programs, policies, procedures, actions, and decisions of employees in an effective, efficient, and timely manner by initiating the complaint with the person(s) responsible for the program, event, action, or decision

Complaints

Complainants are entitled and encouraged to share their complaint(s) by scheduling a meeting or communicating, either orally or in writing, the issue(s) directly to the person responsible for the program, event, action, or decision.

When addressing informal complaints, the involved parties should:

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

Formal Complaint - Step 1

When a complaint has not been resolved through informal attempts at resolution, the complainant may initiate a formal complaint, which must be in writing within 30 calendar days of the attempt at informal resolution to the person responsible person responsible for the program, event, action, or decision. Any informal complaint not resolved at the school level shall proceed directly to Step 2 of this process. The formal written complaint shall be directed to the person responsible for the program, policy and/or procedure, and/or supervision of personnel and shall include:

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

The person responsible for the program, policy and/or procedure, and/or supervision of personnel shall meet with the complainant for understanding the complaint and what resolution(s) has already been considered. The person responsible for the program, policy and/or procedure, and/or supervision of personnel provide a written decision addressing the complaint within 10 calendar days upon receipt of the complaint.

Formal Complaint - Step 2

If the complaint is not resolved to the complainant's satisfaction, the complainant may appeal the resolution of the complaint to the following person in writing within five calendar days of the resolution:

- If the original complaint was sent to a principal or assistant principal, and is not resolved at the school level, the appeal should be directed to the appropriate Executive Director of Schools
- If the original complaint was sent to any other employee, the appeal should be directed to that employee's supervisor.

The person receiving the appeal shall meet with the complainant for understanding the complaint and what resolution(s) has already been considered. The information gathered will be considered and the complaint will be addressed in writing within 10 calendar days upon receipt of the unresolved complaint. Any appeal at Step 2, shall be final except for appeals to the Superintendent of Public Instruction, other agencies or the courts, as provided by law.