

EASTGATE



ELEMENTARY

By nurturing healthy relationships, we will create a safe and equitable community where we will prepare each and every student with the foundational social, emotional, and academic skills to be confident and thriving lifelong learners.

COMMUNITY HANDBOOK 2019-2020

**4255 153rd Avenue SE
BELLEVUE, WA 98006
425-456-5100**

****Please return this form to your child's teacher.**

EASTGATE HANDBOOK CONFIRMATION

I have reviewed the Student and Parent ABC's section of the 2019-2020 community handbook and discussed relevant content with my child _____.

(print child's name)

Parent Signature: _____ Date: _____

I agree to follow the school rules outlined in the Student and Parent ABC's section of the 2019-2020 community handbook.

Student Signature: _____ Date: _____

**Eastgate's Handbook may be viewed at
<http://www.bsd405.org/eastgate>**

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APPENDIX A

Request for Excused Absence

APPENDIX B – BSD Policies and Notices

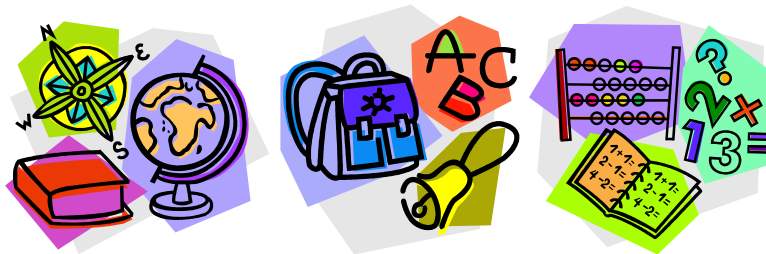
Welcome to Eastgate Elementary!

Welcome to Eastgate Elementary School for the 2019-2020 School Year! Eastgate is one of 19 elementary schools within the Bellevue School District and serves approximately 440 students in grades Kindergarten through 5th Grade. The Eastgate staff is committed to working together to provide the best possible education for each student. We value working collaboratively with each family (YOU!) and believe that the connection between home and school plays an important role in the success of each student and their educational journey in the Bellevue School District. Thank you for sharing your children with us!

Eastgate Elementary School
4255 153rd Avenue SE
Bellevue, WA 98006

Eastgate Main Office	456-5100
Eastgate Attendance Hotline	456-5104
Bellevue School District Transportation Office	456-4512
Bellevue School District Public Information	456-4000

Bellevue School District News Line 456-4111
(Call this number for school closures/weather-related changes)



Eastgate Elementary Community Handbook 2019-2020

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

NOTE: It is our intent that the information contained in this handbook is useful, clear and easy to understand. Throughout the year, please discuss the material in this handbook with your child. As always, your written comments and suggestions for improvement of future editions of the Eastgate Elementary Community Handbook are welcome in the school office. Thanks!

Eastgate Teacher Directory

Teacher Name	Grade	Email Address
Kelly Sauve	K	sauvek@bsd405.org
Cassandra Shanklin	K	shanklinc@bsd405.org
Tiffany Ostlund	K	ostlundt@bsd405.org
Sadie Hirshberg	1	hirshbergs@bsd405.org
Robin Forsman	1	forsmanr@bsd405.org
Sara Lockwood	1	lockwoods@bsd405.org
Ellen Hall	2	halle@bsd405.org
Kelli Lane	2	lanek@bsd405.org
Samitra Parsons	2	parsonss@bsd405.org
Diana Forsman	2	forsmand@bsd405.org
Angela Wulbert	3	wulberta@bsd405.org
Jenny Rosenthal	3	rosenthalj@bsd405.org
Jannette Rotz	3	rotzj@bsd405.org
Shail Azhar	4	azhars@bsd405.org
Alex Rea	4	reaa@bsd405.org
Natasha Nimmo	4	nimmon@bsd405.org
Inna Bobick	5	bobicki@bsd405.org
Doug Faulkner	5	faulknerd@bsd405.org
Olivia Ingersoll	5	ingersollo@bsd405.org
Christian Barnes	PE	barnesc@bsd405.org
Jerry Hinton	PE	hintonl@bsd405.org
Dar McClelland	Art	mcclellandd@bsd405.org
Eric Landgraf	Art	landgrafe@bsd405.org
Karen Ingalls	Music	ingallsk@bsd405.org
Jennifer Andersen- Markee	Music	andersenj@bsd405.org
Tanya Schneider	Orchestra	schneidert@bsd405.org
Stephen Holmes	Band	holmess@bsd405.org
Nancy Foster	Library	fostern@bsd405.org
Gia Tomihama	Resource	tomihamag@bsd405.org
Kathleen Lambino	Olympic	lambinok@bsd405.org
Beth Abraham	Olympic	abrahame@bsd405.org
Terri Hillier	Olympic	hilliert@bsd405.org
Sabrina Carter	ITCL	carters@bsd405.org
Sheri Byther	PACE	bythers@bsd405.org

DISTRICT/SCHOOL/PTA CALENDAR & WEBSITES

Bellevue School District's website is: www.bsd405.org. *It is here where you will find information about district-wide events, workshops, partnerships, the district calendar, etc.*

Eastgate Elementary school's website: www.bsd405.org/eastgate. *In addition, our school, as well as each school across the district, has a school website: It is here where you will find information related specifically to Eastgate as well as information related to the Bellevue School District's services provided at the school and at the district level. In addition, you will see a tab to a calendar where all school sponsored and PTA sponsored events will be posted, as well as other clubs and activities.*

Eastgate PTA (Parent-Teacher-Association) website: www.eastgatepta.org. *This website includes a mailing list you can sign up for to receive important updates as well as a variety of activities occurring at the school and ways in which you can provide support while becoming involved with the partnership we have with this non-profit organization, run by Eastgate parents, specially designed to support our school.*

STUDENT GUIDELINES FOR SUCCESS

Eastgate Elementary is a school that works to create a positive social/emotional learning environment and challenging/supportive academic experience for each child. Our staff is committed to establishing and maintaining positive and clear expectations for behavior in the classroom and in common areas throughout the school including: lunchroom, playground, drop off/pick up, and walkways. All members of the Eastgate community understand and demonstrate Eastgate’s “Big 3”:

- *Make Good Choices**
- *Solve Problems**
- *Show Respect**

Students can receive a BLUE TICKET when they follow and demonstrate the “Big 3.” Classroom teachers recognize individual students when they receive a blue ticket, and then they are collected in the main office. When the amount of tickets collected as a school reaches a required number, Eastgate earns a school-wide celebration. In addition, individual student names are drawn once a week and recognized by the principals with a special prize!

Area	Make Good Choices	Solve Problems	Show Respect
Main Office	<ul style="list-style-type: none"> • Wait patiently to be helped. • Check in at the front desk. • Have a hall pass. • Keep hands to self. 	<ul style="list-style-type: none"> • Ask an adult for help. If there is no adult at the desk, take a seat and wait. 	<ul style="list-style-type: none"> • Level 0 voice (no talking) when waiting. • Use kind and polite words. • Say “please” and “thank you.” • Respect others’ privacy.
School Bus	<ul style="list-style-type: none"> • Be responsible for yourself • Hands and feet to self. 	<ul style="list-style-type: none"> • Try 2 of Kelso’s Choices if you have a problem • Tell an adult if there is a big problem. 	<ul style="list-style-type: none"> • Level 1 voice (whisper) • Invite others to sit with you. • Use kind and polite words. • Follow bus driver directions.
Hallway Before School	<ul style="list-style-type: none"> • Walk slowly and to the right in hallways and on stairs. 	<ul style="list-style-type: none"> • Try 2 of Kelso’s Choices if you have a problem. 	<ul style="list-style-type: none"> • Level 1 whisper • Respect teachers’ prep time.

	<ul style="list-style-type: none"> • Keep hands and feet to self. • Sit along wall 	<ul style="list-style-type: none"> • Find a hallway teacher if you need help. 	
Hallway During School	<ul style="list-style-type: none"> • Walk slowly and to the right in hallways and on stairs. • Keep hands and feet to self. (safe body) • Go directly to and from destination. • Use a hall pass. 	<ul style="list-style-type: none"> • Ask an adult for help. • Report problems to nearest adult. 	<ul style="list-style-type: none"> • Level 0 voice (no talking)
Bathroom	<ul style="list-style-type: none"> • Go. (do your business) • Toilet paper in toilet. • Flush toilet. • Wash hands. • Paper towel in garbage • Walk back to class 	<ul style="list-style-type: none"> • Report problems to the nearest adult. 	<ul style="list-style-type: none"> • Level 0 voice (no talking) • Give personal space and privacy to others. • Wait for your turn.
Lunch Room	<ul style="list-style-type: none"> • Follow teacher directions. • Walk through the café. • When buying lunch • Stand in line with calm body, quiet voice. • Stay behind the black line until your turn to enter your number. • Eat only your own food. • Touch only your own food. 	<ul style="list-style-type: none"> • Raise hand for help or bathroom pass. • Help each other. • Raise hand for help with opening items. 	<ul style="list-style-type: none"> • Limit of 4 per table section on each side. • Sit with feet under your table facing across your table. • Keep your body in your own space. • Talk quietly with classmates at your own table only. • Raise hand to leave seat.

			<ul style="list-style-type: none"> • Say “please” and “thank you.” • Take care of your mess.
Playground	<ul style="list-style-type: none"> • Be responsible for yourself. • Use equipment appropriately • Return recess equipment to bins. • Line up quickly when bell rings. • Follow adult directions 	<ul style="list-style-type: none"> • Try 2 of Kelso’s Choices if you have a problem • Help one another • Take turns and share 	<ul style="list-style-type: none"> • Level 3 voice (outside voice) • Play safely and fairly • Invite others to sit with you • Use kind and polite words
After School Pick Up	<ul style="list-style-type: none"> • Watch for your pick up person/car. • Wait calmly in your designated area. 	<ul style="list-style-type: none"> • Ask an adult for help. • Watch for your pick person. 	<ul style="list-style-type: none"> • Listen to directions • Say “thank you” when a car door is opened for you.
Assemblies	<ul style="list-style-type: none"> • Stay seated and facing forward. • Stay seated until dismissed. • Keep hands and feet to yourself. (safe body) 	<ul style="list-style-type: none"> • Try 2 Kelso’s Choices if you have a problem. • Raise hand for help. 	<ul style="list-style-type: none"> • Level 1 voice while waiting. • Level 0 (no talking during assembly program.

Name: _____
Teacher: _____

Eastgate Eagles



- ★ Make Good Choices
- ★ Solve Problems
- ★ Show Respect

Presented by: Ms. Colón

Eastgate
BLUE TICKET



GETTING INVOLVED

One of the best ways to get to know what's happening at Eastgate Elementary is to get involved. You can become involved by staying up to date on school events via the PTA website or school website, volunteering in your student's classroom, joining the PTA (Parent-Teacher- Association), volunteering for important committee work, and/or becoming a partner at home by checking homework and reading daily with your child.

We know that when families and school work hand-in-hand in the lives of our children, their opportunities and potential for success soars!

DAILY SCHOOL SCHEDULE

2019-2020



Eastgate School Hours

- 9:05 AM - 3:35 PM (Monday, Tuesday, Thursday, Friday)
- 9:05 AM – 1:20 PM (Wednesday)

Eastgate Office Hours

- 8:30 AM – 4:00 PM (Monday-Friday)

Monday, Tuesday, Thursday, Friday Daily Schedule

8:45	Students may be dropped off
8:55	Classroom Doors open
9:05	Instruction Begins, All Grades
11:00-11:45	Grade 2 Lunch (11:00-11:25) and Recess (11:25-11:45)
11:10-11:55	Grade K Lunch (11:10-11:35) and Recess (11:35-11:55)
11:05-11:50	Grade 3 Recess (11:05-11:25) and Lunch (11:25-11:50)
11:15-12:00	Grade 1 Recess (11:15-11:35) and Lunch (11:35-12:00)
11:50-12:35	Grade 4 Lunch (11:50-12:15) and Recess (12:15-12:35)
11:45-12:30	Grade 5 Recess (11:45-12:05) and Lunch (12:05-12:30)
1:35-1:55	Grades 2 & 3 – Afternoon Recess
2:00-2:20	Grades 4 & 5 - Afternoon Recess
2:20-2:40	Grades K & 1 – Afternoon Recess
3:35PM	Dismissal, All Grades

Wednesday Daily Schedule

8:45	Students may be dropped off
8:55	Classroom Doors open
9:05	Instruction Begins, All Grades
11:00-11:45	Grade 2 Lunch (11:00-11:25) and Recess (11:25-11:45)
11:10-11:55	Grade K Lunch (11:10-11:35) and Recess (11:35-11:55)
11:05-11:50	Grade 3 Recess (11:05-11:25) and Lunch (11:25-11:50)
11:15-12:00	Grade 1 Recess (11:15-11:35) and Lunch (11:35-12:00)
11:50-12:35	Grade 4 Lunch (11:50-12:15) and Recess (12:15-12:35)
11:45-12:30	Grade 5 Recess (11:45-12:05) and Lunch (12:05-12:30)
1:20 PM	Dismissal, All Grades

STUDENT – FAMILY HANDBOOK ABCs

ADDRESS OR EMERGENCY INFORMATION/CHANGES

It is the Parent/Guardian's responsibility to notify the front office at 425-456-5100 of any changes of address, work or home phone number or emergency contacts so they may be changed on school records. Any changes need to be noted immediately for safety reasons.

AFTER SCHOOL PLANS

Should your child wish to go home with a friend or anywhere else other than the normal after-school destination, written permission from a parent or guardian must be brought to the school office in the morning where it will be recorded and stamped. School phones are not available to make last minute play plans. **If plans should change during the school day, please notify the main office before 2:00 pm.** Change of dismissal plans called in after 2:00 pm are not guaranteed to be delivered to the student unless it is deemed an emergency.

ARRIVAL/DISMISSAL

Students are to arrive at school between 8:45 am and 9:00 am. Students may wait outside their classrooms after the doors open at 8:45. Prompt arrival at school is expected of all students. Students are expected to be in their classrooms, ready to learn, at 9:05. Any student who arrives after 9:05am is considered tardy and must report to the Office. Students are not to arrive at school prior to 8:45 as there is no adult supervision until that time.

Unless students are involved in a supervised after-school activity, students are expected to leave campus at the end of the school day (3:35pm, or 1:15pm on Wednesdays.) In order to not interrupt instruction, parents are asked to wait outside the building at a family-designated area to meet their children at dismissal. Please do not wait by the doors, as this is a safety hazard for students and staff exiting the building. If you are using the designated pick-up area, please remain in your car at all times, pull forward in order to keep the traffic flow moving, and follow directives of staff members. In order to ensure student safety, any student picked up after 3:45 will need to be picked up in the main office and signed out by a parent /guardian. Frequent late pick-ups may result in the need for a plan to be made between the principal and family in order to rectify the situation.

Students will be walked in grade-level groups to the appropriate dismissal area after school. The bus loading area is located in the rear of the building, the car drop off/pick up is located in the main / visitor parking lot, and parents who are picking up children by foot can meet them in the designated waiting area.

ATTENDANCE

24 Hour hotline (425)456-5104. Call by the start of school to notify the Office of your child's absence. You may also send an email message to our Attendance Secretary, Nancy Kennedy at kennedyn@bsd405.org.

Regular attendance is important to a student's success in school, and students are expected to be in school unless excused. An absence from school will be excused for the following reasons:

- Illness or medical injury
- Family emergencies
- Observations of established religious holidays
- Pre-arranged medical and dental appointments
- Absences which are considered appropriate at the discretion of the Principal or Principal designee (Assistant Principal, Attendance Secretary, etc.).

Pre-arranged absences: If your child is going to be absent for more than 2 days due to family plans, please obtain a Request for Excused Absence Form from the Office. It must be received by the Principal, or Assistant Principal, at least 5 days prior to the absence, in order to be considered for excused.

Frequent tardiness and absences affect student learning. Therefore, this issue will be addressed by the Assistant Principal. You will be informed via letter and/or phone call if you are in jeopardy of your student being considered "truant".

BECCA BILL: WASHINGTON STATE TRUANCY LAW

The Attendance office, administrators and counselors will ensure that Eastgate Elementary complies with the state truancy law, RCW 28A 225. The law requires parents to cause their student(s) to attend school regularly and to provide valid justification to the school when their student(s) is absent. Eastgate Elementary will notify parents/guardians of unexcused absences.

BICYCLES & SCOOTERS

3rd, 4th and 5th grade students may ride their bicycles and scooters to school. It is recommended that students below 3rd grade be accompanied by an adult. A bicycle helmet is required. Bicycles and scooters must be walked on and off the school grounds and riders must obey the school crossing guards at all times. Students are required to lock their bikes and scooters up on the bike rack, which is located in the rear of the school by the Eastgate toddler/preschool/childcare building and bus lane.

BIRTHDAY CELEBRATIONS

Eastgate staff have determined that birthday celebrations will not include food. This decision was made with acknowledgement of an increased awareness of food safety issues, allergies, family dietary preference and the growing impact on instruction. We recognize that birthday celebrations are important for many students and we encourage you to contact your child's teacher to learn more about their classroom procedure for birthday

celebrations. We will not be accepting any food items in the main office, nor should students/parents come to school with food treats to distribute. **Birthday invitations must be emailed/mailed and cannot be handed out at school.** Please contact your child's teacher to learn more about their classroom procedure for birthday celebrations.

BREAKFAST PROGRAM

Because of low participation rates, there will be **no** Breakfast Program at Eastgate for the 2019-2020 school year. If you have any questions regarding the Breakfast Program, please direct them to the Head of Nutrition Services, Wendy Weyer - weyerw@bsd405.org

BUSES

Bus service is provided for any student living within the school attendance area that is not within walking distance. If you have a question about a bus stop, please contact District Transportation at (425) 456-4512 or check out the Bellevue School District website.

*If your child plans to ride the bus with another student, please arrange for a bus pass so your child can ride the designated bus home.

CELL PHONES

Use of cellular phones during school hours is NOT allowed at Eastgate. Students are encouraged to leave their devices at home. However, should a student need to bring their cell phone on campus, they may have it at school **ONLY** if it is turned OFF, is OUT OF SIGHT, and is kept in their backpack. Students who keep cell phones for emergencies may use their phone in parent pick-up zones before and after school only. If a staff member sees or hears a cell phone during the school day, it may be confiscated and held for parent/guardian pick-up. Eastgate is not responsible for recovery of lost or stolen property and will not investigate the theft of cell phones. Please read [BSD Policy 3245](#) should you wish to learn more about telecommunication devices on district property.

CHAPERONES

All field trip chaperones must complete and submit a volunteer application. Applications are available at our Eastgate Office or any Bellevue school. Please complete and return the application to the school where you wish to volunteer. All applicants must provide a copy of valid photo identification when returning the application. All volunteers must pass the screening process **BEFORE** volunteering in our school and/or attending any field trips.

It is extremely helpful if all chaperones adhere to the guidelines outlined below:

1. Strictly follow the field trip schedule
 - a. No unapproved stops or deviations
2. Remain close to your assigned group of students to prevent unsafe, impolite or inappropriate behavior
3. Report problems with student behavior to teacher immediately
 - a. Do not accept disrespectful behavior of any kind from students

For safety reasons, younger siblings cannot participate in or attend field trips.

CONFERENCES

Parent-Teacher Conferences provide the opportunity to share valuable information about student progress in school. Parents may request a conference with the child's teacher or the principal at any time during the school year. Formal conferences are held in the fall for all students. Spring conferences are held at teacher/parent discretion. **All conferences must be pre-arranged with the teacher in advance.**

CURRICULUM NIGHTS

Eastgate Curriculum Nights will take place at the beginning of the school year as an opportunity for you to hear from your child's teacher about the grade level standards, expectations and how you can support your child throughout the school year. The evening events typically last from 1-1.5 hours and are intended to be informational; this time is not designed for individual conferencing with your child's teacher. Curriculum Nights are intended for **parents and guardians only** and we *strongly encourage you to attend*. In 2019-2020, Eastgate Curriculum Nights will take place on the following dates:

Tuesday, September 10, 2019

6:15-7:30pm

K-2nd General Education Curriculum Night

Thursday, September 12, 2019

6:15-7:30pm

3rd-5th General Education Curriculum Night

*Families of Olympic students will have the opportunity to hear a classroom presentation in their child's Olympic classroom from 5:30-6:15.

DISCIPLINE

See the **Student Behavior** section of this handbook or **District Policies and Procedures**.

DOGS

In order to manage the risks associated with the presence of dogs on school property, the following restrictions apply to dogs on school grounds between 7:30am and 4:00pm on any school day, except for registered service dogs:

- Please keep dogs out of areas designated by signs
- At all times dogs must be leashed and controlled by owners.
- Owners must clean up after their dogs and remove waste from school premises.

Anyone not abiding by these rules or if unsafe conditions arise, dog owners will be asked to leave the premises in order to maintain a safe place for all students, staff, and parents.

Service Animals: Service animals and guide dogs are allowed on Eastgate property in accordance with state law. The definition of a guide dog and service animal are found in RCW 49.60.040 (8) and (24). For reoccurring visits, guide dogs and service animals must have an up to date vaccination record on file in the school office where the dog will be located. The

decision to allow a service animal or guide dog in training will be left up to each site administrator. These animals must have an up to date vaccination record on file. District staff members who wish to have a service animal or guide dog at their work site must request an ADA accommodation through the District's Human Resources Department.

DRESS CODE

Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

- A. A health or safety hazard will be presented by the student's dress or appearance including possible membership in a gang or hate groups;
- B. Damage to school property will result from the student's dress; or
- C. A material and substantial disruption of the educational process will result from the students' dress or appearance.

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student's conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, or gang-related apparel. The uniforms of nationally recognized youth organizations, and clothing worn in observance of a student's religion, are not subject to this policy. The superintendent will establish procedures providing guidance to students, parents, and staff regarding appropriate student dress in school or while engaging in extracurricular activities. Such procedures will ensure that any student wearing, carrying, or displaying gang-related apparel, or exhibiting behavior or gestures which symbolize gang membership, or causing and/or participating in activities which intimidate or affect the attendance of another student will be asked, with notice to his or her parents, to make appropriate corrections and be subject to discipline if the corrections are not undertaken.

DROP OFF/PICK UP ROUTE AND EXPECTATIONS

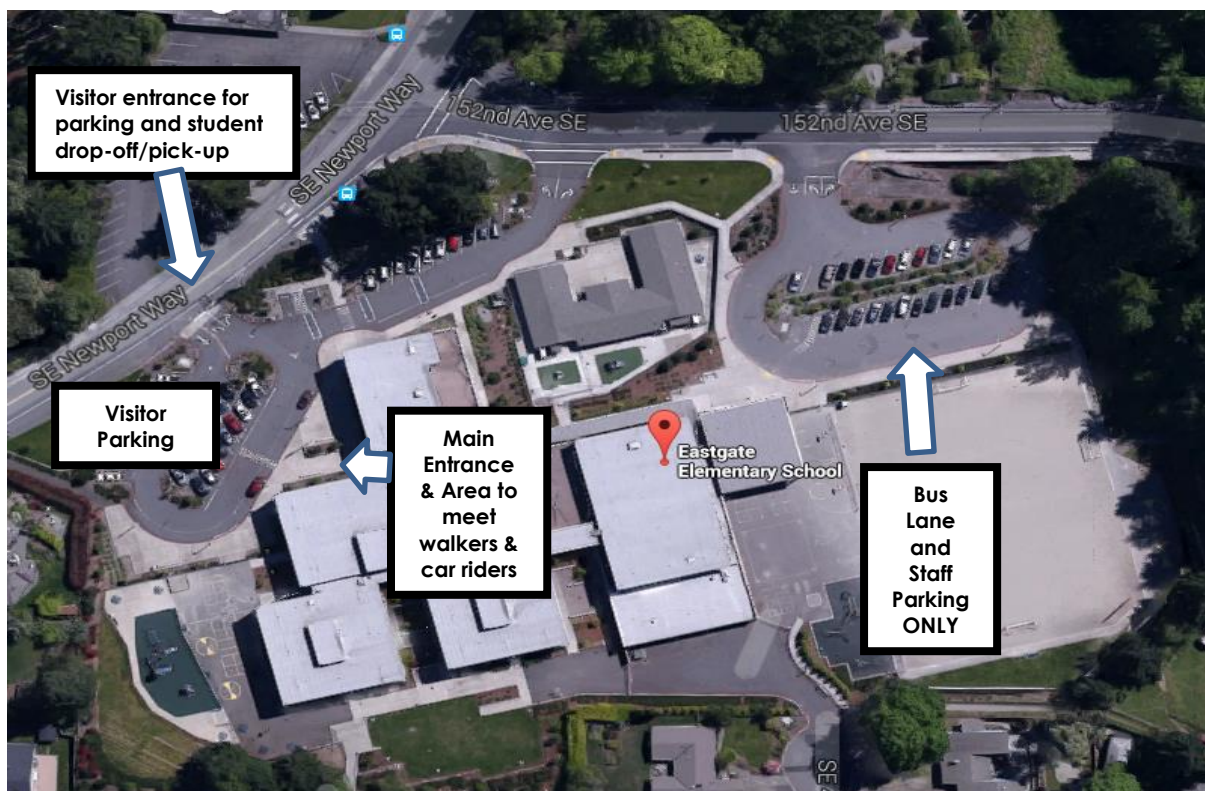
Please review the below diagram and read the following options carefully to determine the best plan of action for your family to use during the busy arrival and departure times at Eastgate.

1. If you would like to park your car and meet your child, the following options exist (See map):
 - Park in the visitor parking lot, or in street parking.
 - Please plan on getting out of your car and meeting your child in the front entrance.
2. If you would prefer to stay in your car:
 - Utilize the student drop off lane located in visitor parking outside of the front entrance.
 - Remain in your vehicle at all times as this is the designated fire lane.
 - Pull all of the way forward before letting your child in the car
 - If your child needs assistance in getting situated in a booster seat, please

park your car rather than using the drop off/pick up lane.

- In order to facilitate pick up, please place your student's name card in the front, right-hand side of your dashboard. You will receive this card in early September.

In the Eastgate drop-off/pick-up and parking areas, please use the virtues of patience and responsibility and help keep our children safe by refraining from using your cell phone! Also, as a general rule, please allow additional time during our peak arrival and dismissal periods. Furthermore, while every Eastgate staff member assists in ensuring a safe dismissal for our students and families; please use a respectful tone at all times towards Eastgate staff members, patrol students, and other people patrolling the parking lot.



EMERGENCY INFORMATION

All parents/guardians should have received an email with instructions on setting up a ParentVUE account. Please log in to your account to update emergency information such as emergency contacts, home, work and cellular phone numbers. Please visit <https://bsd405.org/departments/district-technology/online-student-data-verification/> if you need assistance with ParentVUE.

In case of a lockdown

- Don't come to school
- If already at school you must remain at school

Both of these are for the safety of students. Opening up doors during a lockdown puts

students at risk. Should an emergency occur that requires emergency pick up, signs at the front of the school will direct you to student/parent reunification which will be located near the main office.

In the case of **any emergency**, an emergency message will be sent (if possible) to impacted school community via School Messenger as soon as this message can be safely sent. This message will include directions for how to respond safely. Do not try to call the school because this ties up the phone lines and in reality if we are in an emergency situation we will not be able to answer phones safely. We have an internal safety communication system that allows our incident commander to know about the safety of all students and staff and therefore make appropriate decisions to maintain the safety of staff and students.

EMERGENCY PREPAREDNESS

An extensive emergency plan has been prepared for our school. Students are instructed on emergency procedures and participate in monthly drills. A large storage container houses our emergency supplies including bottled water, tools, first aid supplies, etc. In the event of an emergency, power may be lost and we may be unable to contact you. For that reason we ask you to provide us with instructions and permission regarding your child's dismissal. Please refer to the emergency information section above for more information.

INTERNET AND NETWORK ACCESS

The Bellevue School District offers student access to our electronic communication network. The use of these services is governed by the Bellevue School District Policies 3222, Instructional Technology and 3223, Electronic Information System. Policy 3223 states in part: *"By creating this network, the Board intends only to provide a means for educational activities and does not intend to create a first amendments forum for free expression purposes. The district dedicates the property comprising the network, and grants access to it by users, only for the education activities authorized under this policy and procedures and under the specific limitations contained therein."* Parent/guardians who deny permission for their child to use the Internet must sign and return the Internet Access form to the school.

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 the school board policy 3240.1. Proper use of network access and technology will be reviewed with all students throughout the year.

LOST AND FOUND

Lost and Found is located in the Atrium outside of the main office, underneath the staircase. Unclaimed items from the Lost and Found are donated to charity at the end of each trimester.

LUNCH

Nutritious, hot lunches will be available for purchase every day for all students, or students may bring a lunch from home. Our computerized lunch accounting system enables students to pay in advance.

Lunch Money Deposits: Lunch money is accepted in the Office. Payment envelopes and a secure drop box are available in the office. Please label them with Student's name, grade, teacher, PIN #, and amount to be deposited. *Please do not bring money through the lunch line.*

Your child will receive notification when his/her lunch balance drops below the price of a school lunch. Please be sure to send money immediately as we are unable to extend credit. While no school lunch will be served to children with inadequate funds, *no child will go hungry.* Free/reduced Lunch Forms are available in the Office for those qualifying for financial assistance.

<u>Meal prices:</u>	Elementary Lunch - \$3.25	Milk a la carte - \$.50
	Reduced Lunch - \$.40	Adults - \$4.00

MAP

A school map is available upon request. Please contact or visit the front office for more information.

MEDICATIONS

Whenever possible, parents and physicians are urged to design a schedule for administering medication before or after school hours. If this is not possible, parents must come to the Office to complete an Authorization to Administer Medication Form. This authorization is good for the current school year only. Unused medication must be collected from the school at the end of the prescribed period or end of the school year, whichever is sooner. Bellevue School District policy states that all medications must come to the Office, not in the classroom or student's backpack, in the original container labeled by the pharmacy or physician with the medication name, the dosage to be taken, frequency of administration, and name of physician.

PARENT VOLUNTEERS ON CAMPUS

All volunteers must pass the screening process BEFORE volunteering in our school and/or attending any field trips. Please visit <https://bsd405.org/get-involved/volunteer/> for more information on volunteering at Eastgate.

PARKING

Please park in the visitor parking lot located in front of the main entrance of Eastgate. If you need to park on a side street, please use the designated crosswalks and adhere to all safety rules. **See Arrival/Dismissal or Drop Off/Pick Up sections for more information.**

PETS

Students are not allowed to bring pets to school or onto school grounds. If a pet does follow a student to school, every effort will be made to contact the owner, if known.

PHOTOGRAPHS AND/OR VIDEO

For liability and privacy purposes, photographing and videotaping of students at school during school hours or school sponsored events, is not allowed without permission from the parent/guardian as well as the Principal.

Occasionally, your student might be included on videotapes and/or in photographs used for appropriate district-authorized purposes possibly outside the district. Permission forms have been sent home and are available in the office for you to sign only if you do not want your child included in these videotapes or photographs. Examples of uses are:

- show the Bellevue community what we do in our school
- use for broadcast media and newspaper articles
- include in the Annual School Performance Report
- Bellevue Schools Foundation programs
- televise through the City of Bellevue Cable TV station
- make presentations to other audiences at workshops
- other appropriate district-authorized purposes

PLAYGROUND SUPERVISION

School staff supervises the play areas during the mid-afternoon and afternoon recesses. These areas are NOT supervised before or after school and students are not to play while unsupervised.

PTA (Parent Teacher Association)

Eastgate's Parent Teacher Student Association (PTA) is a major program facilitator and economic resource for Eastgate Elementary students and support to staff. Some educational programs, most financial classroom support, all social activities and all before or after-school programs would not exist without the support of Eastgate's PTA. Membership in Eastgate's PTA shows your support for our students, teachers and community. You can join the Eastgate PTA by checking out the Eastgate PTA website for events, membership and additional information at www.eastgatepta.org

RECESS

At the beginning of the year, each student is taught the Eastgate recess expectations. Each student is responsible for safe and fair play while at recess, as well as expected to stay within the playground boundaries. **Please help your child to dress appropriately for**

Washington recess weather....which includes lots of wet rain! Warm rain jackets and weather-sturdy shoes are recommended. Rainy day recess will only occur during the *harsh*est of weather conditions. When rainy day recess does take place, students will be offered indoor and/or covered area alternatives to play in with adult supervision.

SCHOOL CLOSURES

Do you know where you can find updated school closure information? Below is a list of resources for you to access in order to plan for how your child will get to/from school, in the event school is delayed.

- ❖ www.schoolreport.org
- ❖ www.bsd405.org
- ❖ BSD Newslines 425-456-4111
- ❖ Local TV / Radio Stations

SHARING IN THE CLASSROOM, MONEY AND VALUABLES

Students come to school to learn and therefore should leave any items which may distract learning at home. Toys, trading cards, electronic games, stuffed animals, money, and other personal items of value should remain at home so they are not misplaced, lost, or broken.

SNACKS AT SCHOOL

Students may bring healthy snacks to eat prior to lunchtime, as long as they are in compliance with [BSD School Board Anaphylaxis Prevention Procedure 3420](#). Your child's classroom teacher can give you more information about snack time as each classroom handles snack a little differently, in consideration of student safety. Check with your child's teacher to see if he/she would appreciate a donation and to ensure the donation would not interfere with a child's food allergy.

STAFF CONTACT INFORMATION

For updated staff contact information, please visit our website.

STUDENT PLACEMENT

One of the most important responsibilities of the staff each year is to assign students to classes for the next school year. The goal of student placement is that each student be placed in a positive learning environment. Many factors are considered when placing students, including academic strengths and needs, social and emotional characteristics, as well as parental input are thoughtfully considered.

STUDENT PROGRESS REPORTS

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

VOLUNTEERING

Please see Parent Volunteer section.

VIRTUES PROJECT

The Virtues Project was honored as a model global program for families of all cultures by the United Nations. It is based on the simple wisdom of the world's diverse cultures about living by the best within us – demonstrating virtues like self-discipline, unity, honesty, courage, and service. The strategies of the Virtues Project are a simple, proven methodology which helps children to remember who they really are, and to awaken the virtues that already exist within them. Each month our school community will learn and celebrate a Virtue:

September- RESPECT

October- RESPONSIBILITY

November-COURAGE

December- COMPASSION

January- INTEGRITY

February- KINDNESS

March – FLEXIBILITY

April – COMMITMENT

May – CONFIDENCE

June -PERSEVERANCE

VISITING STUDENTS AT SCHOOL

Parents are welcome to visit their child's classroom or any other activity on the school grounds, such as special programs and assemblies. Please contact the teacher and/or principal in advance if you wish to observe or visit a class. On-going observations of a classroom can cause disruption to the regular school day, therefore the principal reserves the right to limit the number of observations requested by a parent, as necessary. As an added measure of safety, we have implemented a sign-in system for all visitors and volunteers. If you come to the school to visit or volunteer, please stop by the office first and sign in. We will ask you to wear a badge that identifies you as a visitor or volunteer. We truly appreciate your support at Eastgate and want you to feel welcome here while realizing that the safety of our students is a high priority for us. **All parents and guardians on campus should sign into the main office – this includes playground and recess areas.**

If you are bringing an item to school for your child, please leave it in the Office and your child will be called to the Office to pick it up. Do not deliver it to the classroom. If you are a PTA member who volunteers on a regular basis, you will be given a permanent badge to wear while on campus, but will still need to sign in/out at the main office.

WALKING HOME

Students must leave campus immediately unless supervised by their parent/guardian or responsible adult. Students found unattended will be asked to go home or will be brought to the office to call home or wait for an adult to come get them.

STUDENT BEHAVIOR

The basis of our behavior plan at Eastgate Elementary is a desire for all children to grow and learn positive social skills while accepting responsibility for their actions. During the 2018-2019 we will be continuing our education of Social Emotional Learning (SEL) and increasing our use of a Positive Behavioral Intervention and Support (PBIS) Systems.

What is Social and Emotional Learning (SEL)?

Social and Emotional Learning (SEL) is the process of acquiring the skills to recognize and manage emotions, develop caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations effectively. SEL provides schools with an evidence-based framework for preventing problems and promoting students' well-being and success. The SEL framework is an integrated approach involving every student, the entire staff, the family, and the community.

Effective SEL addresses the fundamental conditions for learning and fosters students' capacity to learn. Best practice includes classroom teachers modeling evidence-based explicit social emotional skills instruction in a safe, caring, supportive, participatory learning environment. SEL is fundamental to children's healthy development and enables schools to educate students to be good problem solvers and caring, responsible, engaged citizens. A major review of SEL research provides strong evidence that building social and emotional skills improves student attitudes, behaviors, and academic performance. At Eastgate and in the Bellevue School District, we have partnered with the University of Washington and have also been consulting with www.casel.org for evidence-based programs that match our needs and characteristics.

What is Positive Behavioral Interventions and Supports (PBIS)?

Positive Behavioral and Interventions Supports (PBIS) is a framework for providing a range of systemic and individualized strategies for achieving important academic and behavior outcomes while preventing problem behaviors. Schools that apply PBIS establish clear school wide expectations for behavior which are taught, modeled and reinforced by all staff.

BELLEVUE SCHOOL DISTRICT POLICIES AND PROCEDURES

What follows are excerpts and/or a summary from the policies and procedures of critical Bellevue School District (BSD) policies where publication/notification is either required or encouraged. Complete policies and procedures can be found in the BSD digital policy and procedure manual found on the District website:

<http://www.bsd405.org/about-us/policies-procedures.aspx>

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.

POLICY 3207 AND PROCEDURE 3207P (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 possess a characteristic 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 school-wide 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.

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 (for all harassment, intimidation, bullying; discrimination; and sexual harassment)



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 *SafeSchools* 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.

POLICY 3205 AND PROCEDURE 3205P (PROHIBITION OF SEXUAL HARASSMENT: STUDENTS)

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 designate an investigator for 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 or designee 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.

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.

**POLICY 3210 AND PROCEDURE 3210P
(NONDISCRIMINATION)**

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, there are appeal rights under each policy. The District’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.

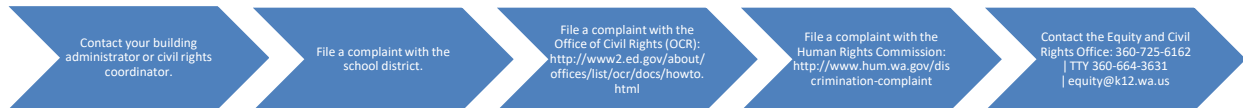
Other Discrimination Complaint Options

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



- Deadline for filing a complaint is within 1 year after the incident or conduct.

- Complaint can be resolved immediately instead of proceeding with the investigation.

- Includes summary, determination, notification of appeal rights, measured necessary to bring the school district into compliance

POLICY 3122 AND PROCEDURE 3122P (EXCUSED AND UNEXCUSED 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.

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 what point in the class a tardy turns into an absence.

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 teacher has dismissed the students. 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.

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.

POLICY 4220 AND PROCEDURE 4200P (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 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.

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**.

ATHLETICS/ACTIVITIES CODE (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/>.

