SCHOOL PHONE NUMBERS

<table>
<thead>
<tr>
<th>Main Office</th>
<th>456-6600</th>
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<tbody>
<tr>
<td>Attendance Office</td>
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<td>Registrar</td>
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<td>Family Connections Center</td>
<td>456-6688</td>
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<tr>
<td>Nurse</td>
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<tr>
<td>School Safety Tip Line</td>
<td>456-4299</td>
</tr>
</tbody>
</table>

ODLE ADMINISTRATION & COUNSELORS

<table>
<thead>
<tr>
<th>Aaron Miller</th>
<th>Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Danielle Virata</td>
<td>Assistant Principal (A – L)</td>
</tr>
<tr>
<td>Renee Barut – del Fierro</td>
<td>Assistant Principal (M – Z)</td>
</tr>
<tr>
<td>Kat Farkas</td>
<td>Counselor (A – He)</td>
</tr>
<tr>
<td>Kaitlyn Bradley</td>
<td>Counselor (Hi – Q)</td>
</tr>
<tr>
<td>A’yana Carroll</td>
<td>Counselor (R – Z)</td>
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LANGUAGE PHONE LINES

<table>
<thead>
<tr>
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<td>日本語</td>
<td>456 – 4281</td>
</tr>
<tr>
<td>Tiếng Việt</td>
<td>456 – 4284</td>
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## Odle Middle School
### Daily Bell Schedule

<table>
<thead>
<tr>
<th>Period</th>
<th>Monday, Tuesday, Thursday, Friday</th>
<th>Wednesday</th>
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<tr>
<td>1</td>
<td>8:38 – 9:30</td>
<td>8:38 – 9:20</td>
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<tr>
<td>3</td>
<td>10:30 – 11:20</td>
<td>10:10 – 10:50</td>
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<tr>
<td>1st Lunch</td>
<td>11:20 – 11:50</td>
<td>10:50 – 11:20</td>
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<tr>
<td>4b</td>
<td>11:55 – 12:45</td>
<td>11:25 – 12:05</td>
</tr>
<tr>
<td>5b</td>
<td>12:50 – 1:40</td>
<td>12:10 – 12:50</td>
</tr>
<tr>
<td>4a</td>
<td>11:25 – 12:15</td>
<td>10:55 – 11:35</td>
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<tr>
<td>2nd Lunch</td>
<td>12:15 – 12:45</td>
<td>11:35 – 12:05</td>
</tr>
<tr>
<td>5b</td>
<td>12:50 – 1:40</td>
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<tr>
<td>4a</td>
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<tr>
<td>5a</td>
<td>12:20 – 1:10</td>
<td>11:40 – 12:20</td>
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<tr>
<td>3rd Lunch</td>
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<td>12:20 – 12:50</td>
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<tr>
<td>6</td>
<td>1:45 – 2:35</td>
<td>12:55 – 1:35</td>
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<tr>
<td>7</td>
<td>2:40 – 3:30</td>
<td>1:40 – 2:20</td>
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<td>Tutorial</td>
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<tr>
<td>Extended Re-Teaching &amp; Learning</td>
<td>4:00 – 4:45</td>
<td></td>
</tr>
<tr>
<td>Activities</td>
<td></td>
<td></td>
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</tbody>
</table>
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STUDENT CODE OF CONDUCT

The Odle Community is RESPECTFUL, RESPONSIBLE, & SAFE

RESPECTFUL: To show consideration and acceptance by being honest and kind in words and in actions

RESPONSIBLE: To be accountable for my actions, my choices and the results

SAFE: To strive to do what is in the best interest of myself, others and my community

Welcome to Odle

On behalf of the staff, counselors, & administrators, welcome to Odle Middle School. Odle has high standards for academic success, social emotional learning & character development. We believe you can and will meet these expectations. You will find that by doing so, you will build a reputation of which you, your parents, and the school can be proud. In your classes, you will work hard, think deeply, & challenge yourself. Involvement in clubs and activities will enrich your middle school experience. You are preparing yourself for your future. Odle Middle School will be what you make it.

While at Odle, we hope you experience success, growth, & happiness!

Where & When School Rules Apply

• While on school premises OR adjacent to the school grounds and/or within visual distance of any school grounds.
• While using school transportation.
• While participating in school-sponsored activities, both at school and while away from the school grounds.
• While away from school grounds, if conduct would directly affect the school and student learning.

Odle’s Philosophy of Discipline

Through prevention, action, and resolution, students will be provided with the skills necessary for them to become responsible for their own behavior. Students are expected to follow the school and individual classroom policies. Teaching acceptable behavior, while maintaining dignity, is the intent of the student behavior and discipline policy.

Other Behavior Interventions

Each of the following logical, natural consequences may also be implemented to ensure the learning, safety and wellbeing of all students and staff at school:

| Reminder/Warning | Conference: Combination of Student/Parent/Teacher/Principal/Assistant Principal |
| Loss of Privilege | School Service (e.g. Campus/Lunchroom Clean Up) |
| Removal/Cool Down (Classroom, Other Teacher’s Classroom, Library, Assistant Principal’s Office, Principal’s Office) | After School Detention |
| Call Parent | Wednesday or Saturday School |
| Negotiate and Write a Contract with the Teacher | Suspension (In-School or At-Home) |
| Talk to Principal or Assistant Principal | Expulsion |
| Mediation (peer-to-peer or peer-to-adult) | |
GENERAL INFORMATION

Closed Campus
Odle is a closed campus. Once students arrive, they must remain on campus until they leave at the end of the school day. Students are not permitted to visit other schools or stores during school hours. This also means that our campus is closed to all non-Odle students while classes and activities are in session – from 8:00 AM to 5:00 PM.

Drop Off/ Pick Up
School opens at 8:00 AM. Student have access to the commons and breakfast at this time. Doors to the main hallways open at 8:15 AM. Students are to be dropped off with enough time remaining for the student to make it to class by 8:38 AM.

• Before school drop off information:
If a parent/guardian is dropping off a student before school, please use the designated drop-off area. For student safety, please do not use the designated bus zones or drop off your student before 8:00 AM.

• After school pick up information:
If a parent/guardian is picking up a student after school, please the designated pick-up area. Students waiting to be picked up by a parent/guardian are to wait by the pick-up zone. For supervision and safety, these students are not to be waiting in the bus zone.

After the buses leave, all students remaining at Odle need to be in tutorial, in study zone, in a supervised activity, or waiting for parent/guardian pick up in the designated waiting area. All students waiting for rides should be picked up by 3:35 PM. If a parent/guardian cannot pick up their student by that time, the student must report to a tutorial or study zone in the library or Club Jubilee, or they will be asked to wait in the designated waiting area. For safety reasons, Odle does not allow students to remain on campus after school in unsupervised situations.

Parents & Other Visitors on Campus
All visitors including parents must sign in at the Main Office immediately upon arriving on campus. We welcome prearranged visits by outside individuals for educational purposes. To all others, Odle’s campus is closed during the school day. Due to our large student population and potential distraction to the learning environment, we are unable to accommodate student guests (i.e. family friends or relatives). Parents who wish to visit teachers should first make appointments with the teachers and sign in at the office before proceeding to the classroom.

For security and safety reasons, should anyone notice an unidentified or unknown person on our campus, please contact a staff member immediately. Persons not enrolled as students at Odle and those not working in or having business at the school are not permitted on campus.

Bicycles
A bike rack is provided at the front of the school for students riding their bike to and from Odle. Students will need to bring their own lock to secure their bike to the rack. Bikes are not to be ridden during any part of the school day and must be walked on and off campus. King County law requires all bike riders to wear helmets. Odle is not responsible for damage or theft of bicycles parked in the racks.

Off Limits Areas
Lunch: Restrooms, classes, and hallways not connected to the Commons are closed during lunch hours, except for students with a hall pass. There are designated restrooms available in the Commons area for student use during lunchtime. The outside courtyard area connected to the Commons is allowed for students to visit with friends; however, all students are to stay away from the fields, unless supervised by a staff member.
At all times: All wooded areas of the school grounds, tennis courts, fields, and parking lots are off limits during the school day unless students are involved in a class activity. The gym and locker rooms are also off limits unless a supervisor is present.

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

Information Security
Students should commit private access codes to memory to insure that no other student will use them to view or access their personal property or information. These include locker combinations, network passwords to save files on the network, and passwords to view student grades online.

Student Emergency Information:
It is important that Odle has the most current address, phone numbers, and emergency contact information available on all students. When personal information needs to be updated, please contact the registrar at 425-456-6610 to make updates.

Emergency School Closures
The District is a member of the Public Schools Emergency Communications System (PSECS). School closure information is updated through PSECS, which is then accessed by numerous television and radio stations. You can hear closure information and messages by tuning in to a local TV or radio station. Other choices are:
- Internet Sites: Flashalert
- Call the School news line at 425-456-4111

Library
Students may visit the library every day before school and during lunch, when supervision is available. Students may also visit the library by attending Study Zone after school. Students who wish to participate in Study Zone, must have a signed parent permission form on file for the current school year. Please show consideration to others and return your books on time.

Lost & Found
Lost and found for laptops and musical instruments is located in the main office. Clothing, lunchboxes, shoes, binders, etc. that are lost, are returned to the Lost and Found shelves next to the Orchestra room. Students are encouraged to check there for any items that they may have lost. Wallets and other expensive items, if returned, are kept with the main office secretary.

Student Yearbook
The student yearbook is issued at the end of the school year. Yearbooks of students having unpaid fines will be held until the fines have been paid.

Nutrition Services & Food
All students are issued a lunch code (their student ID). This code is to be used when making breakfast and/or lunch purchases. Students who bring in checks (made out to Bellevue School District) will have their lunch code credited and may purchase items against the credit. Payments should be given directly to the kitchen manager. Money from lunch accounts may not be taken out as cash by students. Monthly menus are posted in the cafeteria and online.

All food and drinks are to remain in the COMMONS. If food is in the hallways or classes during the school day, it is subject to confiscation. Students should buy food for only themselves. Sharing food is strongly discouraged due to allergy and health concerns. There is no microwave available for student use.
Loans
No loans are available at Odle. Students must bring their own money for lunch. If a student’s family is having financial difficulty, the student or parent should contact one of the school’s counselors to arrange for possible free/reduced lunch/breakfast or available scholarships. Students are not to buy, exchange or sell goods without permission of administration. This includes any exchange of money. Students are also not allowed to sell anything while at school. This behavior may result in disciplinary action.

ACADEMICS

Academic Progress
Parents and students may view their child’s grades, class attendance, and other school related information over the internet by accessing Edupoint Synergy Student VUE. This system is intended to serve as a communication tool between the school, student, and parent.

- StudentVUE can be accessed via this weblink: https://wa-bsd405-psv.edupoint.com/
- Your StudentVUE username is your district ID and the password is your district password.

The directions for how to set up StudentVUE can be found in Grades & Attendance on the Bellevue School District website. If you need assistance logging in, please contact one of your teachers, the Research Technology Specialist (RTS), or the Instructional Technology Curriculum Leader (ITCL).

Families can also access StudentVUE as an app on your cell phone. Download the Synergy StudentVUE app for free via iTunes or Google Play.

Odle’s Success Opportunities
Odle’s Success Opportunities are intended to foster a growth mindset—the belief that intelligence can be developed through hard work and perseverance. Success Opportunities should never be used as a punitive measure but rather to reinforce that all students can benefit from additional support or additional challenge and that hard work deepens and improves learning.

Attend Tutorial
Tutorial meets Mondays, Tuesdays, Thursdays and Fridays from 3:30-4:00 in teachers’ rooms. Students may be assigned to tutorial by one of their teachers, parents, or they may choose to attend a tutorial on their own. The Success Coordinator helps to facilitate this process, including the communication with the students’ parents/guardians. Each teacher should determine the structure of his/her tutorial. Teachers should communicate the structure/purpose of tutorial to students. Tutorial may not be used as a punitive measure.

This time is designated for students needing extra help, to complete missing assignments or to take make-up tests. Tutorial provides additional instructional time focused on re-teaching skills and concepts, demonstrating mastery of standards, or extending and deepening students’ level of understanding.

All rules apply in tutorial as they do in the regular classroom. For example, students must arrive on time and there are no electronic devices used. Attendance at a tutorial can be initiated by a student, teacher, or parent. Failure to comply with a teacher’s request to attend tutorial may result in disciplinary action.

All after school clubs, sports and activities begin at 4:00. Depending on the circumstance, students may be required to miss a sport and/or activity if they are assigned to an extended learning opportunity. If a student chooses not to attend an assigned tutorial, he or she will receive an appropriate corrective action the following day.

Extended Teaching & Learning
Some students will need more re-teaching than can occur in tutorial. Others may be ready for an extra “push” to keep them interested and appropriately challenged. Extended teaching and learning are scheduled by
teachers for Tuesdays and Thursdays from 3:30-4:45. Students may request to attend these opportunities; however, most students will be assigned to attend them. Teachers may assign students to attend.

Extended Teaching and Learning provides an additional 45 minutes of instructional time beyond Tutorial in the teachers’ classrooms on Tuesdays and Thursdays. This time is intended to be focused on instruction to support students’ learning. This is optional for teachers. With prior approval, Extended Teaching and Learning may be offered before school or during lunch.

**Study Zone**

Study Zone provides students with a quiet space to complete homework and group projects. Students are not permitted to play games while in Study Zone. Students and parents must sign and return an agreement to the librarian acknowledging they will use Study Zone for appropriate, school related purposes, such as homework, reading a book, working on a project, etc. Study Zone is not a place for students to play video games and hang out. Students not following these expectations will lose the privilege of staying in Study Zone as an after school option.

**Parent Conferences**

Dates for parent-teacher conferences are set by the school and the school district. Each building determines how these days are structured. For the 2019 – 2020 school year, Odle families can be invited to a targeted conference, which are scheduled on a need-to basis. In addition, parents/guardians are welcome to request a conference with any teacher at any time during the year. Please contact the teacher or your student’s counselor to arrange a conference date and time.

**Progress Reports**

Teacher-generated progress reports may be sent home with students any time during the year.

**Report Cards**

Report cards are issued four (4) times during the school year. They are mailed home approximately one week after the last day of each quarter.

*Interim Progress Reports* are issued two times each year at mid-second and mid-fourth quarters for students who have a C- and below in a class. These interim progress reports are mailed home shortly after mid-quarter.

**Computer Use**

Odle Middle School has a fully functioning computer network with access from every classroom, library, and office. All students who access the Internet must agree to abide by student use guidelines.

Typical student use of the network might include use of an internet browser or saving work files to a local file server. Access to this network, or BSDNET, the Bellevue School District’s electronic network system, is a privilege, not a right. **For students, access is limited to academic use.** Violations of student access rules will be dealt with under the provisions of district policies. Penalties may include suspension or revocation of network access and related privileges. Students may not access their own personal accounts from private Internet providers via BSDNET. Students publishing work on district-supported Internet pages will not receive current or future compensation for their work from the District.

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

- Personal information such as addresses and telephone numbers should remain confidential when communicating on BSDNET. Students should never reveal such information without permission from their teacher or other school staff.
- Students should never make appointments to meet people in person that they have contacted on BSDNET without district and parent permission.
- Students should notify their teacher or other adult whenever they come across information or messages that are dangerous, inappropriate or make them feel uncomfortable.
**Academic Integrity**

It is an expectation that all students are honest in the completion of their assignments, projects, tests, etc., and do not attempt to take credit for any work that is not a reflection of their own effort and learning.

**Forms of Academic Dishonesty** include (but are not limited to):

1. **Cheating on tests** – Giving or receiving any assistance on a quiz, test, or an assessment.
2. **Unauthorized Collaboration** – Working with another student on an individual assignment, copying another student’s work, or allowing a student to copy one’s own work. Turning in another person’s paper, project, computer program, etc. as your own or having someone else write your paper, program, or project. This includes asking friends, a parent doing your work, paying someone, using a paper writing service, etc.
3. **Plagiarism** – Using another person’s ideas, words, or work and taking credit for it as your own. This includes the copying of published materials and internet sources, as well as the work of other students. It is the responsibility of the student to cite sources of text that does not represent his/her own work.

The consequences of academic dishonesty and cheating are as follows:

- **1st offense**: loss of credit on the assignment for all parties involved, parents contacted by teacher
- **2nd offense**: loss of credit + Wednesday or Saturday School, parents contacted by administrator
- **3rd offense**: loss of credit + corrective action based on BSD School Board Policy

**Class Complaints & Concerns**

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

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

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

**Guest Teachers**

Guest Teachers are treated with respect. Students are expected to comply and cooperate with the requests and directions of substitute teachers as they would with any staff member. Classroom disruptions or failure to follow directions will not be tolerated and will result in disciplinary action.

**Schedule Change Requests**

We work to provide student schedules based on requested courses and maximum use of our resources. If a student has requested a specific course, he/she will remain in that course, as Odle’s schedule was built by student requests. If an error has been made in a student’s schedule such as an incomplete schedule, the student’s placement is inappropriate, or a repeated course, the student should fill out a Schedule Correction Request Form, available in the counseling office. Schedules will not be corrected for reasons such as changing your mind about a course request or teacher preference.
Textbooks
The school district provides textbooks for all students in the district at no cost. Every student is obligated to take good care of all textbooks assigned to them or available in class. PLEASE be sure names are written in ink in the designated place in the book in case it is misplaced. Only books with the assigned number assigned to each student will be accepted as valid when returned. Odle’s fines are based on teacher or principal judgment for abuse, misuse or lost books. Fines will be assessed for lost or damaged books and may result in holding of the student yearbook.

ATTENDANCE

Good attendance is one of the keys to student success in school. Most of the experiences that take place in a classroom cannot be duplicated for each student individually including the discussions and the student-to-student interactions that are a vital part of each instructional day. Students are expected to be in class on time. This means that students are expected to be in their classroom, in their seats, and ready for class at the beginning of class.

If it is necessary for a student to be absent, the parent or guardian should immediately call the Odle Attendance Office at 425-456-6611. Parents or guardians may also e-mail regarding a student absence. Please direct e-mail correspondence regarding absences to Odle’s Attendance Manager, Mrs. Shahrvinim at shahrvinim@bsd405.org.

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:
1. Illness or medical emergency.
2. Family emergencies.
3. Observances of established special days of a religious calendar.
4. Pre-arranged medical and dental appointments.
5. Pre-arranged school-sponsored activities, such as field trips.
6. Absences which, according to the discretion of the principal, or his/her designee.

Excused absence notes must include: Student’s first and last name, date, date of absence(s), reason for absence, & parent/guardian name with signature.

Unexcused Absences
An absence is considered unexcused it if fits into any of the following categories:
- Oversleeping
- Tardiness
- Personal issues
- Missing the bus
- Taking care of siblings
- Not having a ride to school
- Helping a parent/guardian
- Does not fit into one of the six categories for excused absences listed above

Extended Absence
If a student is absent for three or more days due to illness, a doctor’s note may be required. Please note that school Administrators make final determination of whether or not an absence is excused. Decisions such as these will be based on the nature of the absence and the student’s attendance and academic status. Students must arrange with their Teachers to complete all work missed during their absence.

Late Arrivals to School
Students must check in at the Attendance Office upon arriving late to school. In order to be considered an excused late arrival, the reason must fit into the categories listed above. Reasons for an unexcused tardy are the same as unexcused absences.

UNEXCUSED TARDIES
Students must arrive at school on time. When a student is late to school, he/she must check in at the Attendance Office. Students who have repeated tardies to school or class (es) may be referred to administration for further intervention and disciplinary action.
Students with unexcused tardies (during an academic quarter) will have the following interventions:

- Every unexcused tardy = phone call home
- 10th unexcused tardy = Student conference with school administrator or interventionist
- 15th unexcused tardy = Targeted workshop on improving arriving to class on time
- 20th unexcused tardy = Parent and student conference with school administrator to further develop a plan of action & corrective consequences

**Leaving/Returning During the School Day**

Parents/guardians are encouraged to make appointments for doctor’s visits and other personal or professional appointments during non-school hours.

If it is necessary for a student to leave for an appointment during the school day, we ask that they bring a signed note from a parent or guardian indicating the time of the appointment. Students are asked to submit the note to the attendance office before school, where they will receive an early dismissal slip. If you forget to send a note, please call the attendance office early in the morning so that a dismissal pass can be sent to the student. Parents and guardians are required to sign their student out with the Attendance Office when leaving campus, and sign students back in should they return before the end of the school day.

**Pre-Arranged Absences**

In order for an absence to be considered excused, a pre-arranged absence form must be completed at least (3) three school days prior to the absence and turned in to the attendance office. It is expected that families will schedule their vacations to coincide with the school calendar. For absences that cannot be prevented, please contact the attendance secretary to arrange for a pre-arranged absence form. Students must arrange with their teachers to complete all work missed during their absence.

**Homework During an Absence/Illnesses**

The Attendance Specialist may be called to make arrangements for homework if a student is to be absent for three or more days. Please allow the school one day (24-hours) to collect assignments from the teachers. Having an excused absence means that teachers will provide opportunities for the student to make-up the missed tests or assignments and have them count toward their term grade. An unexcused absence means that the student is not entitled to make up the missed tests or assignments. Missing work will be counted toward overall term grades.

**Attendance & High School Credit**

Students taking classes for high school credit with excessive absences in a semester may be subject to loss of credit for that class. These classes include all World Language, Biology, Algebra I, & Geometry classes. Absences caused by a student’s observance of established religious holidays, student’s participation in school-sponsored activities, or out-of-school suspension shall not be counted among the absences. Principals considering imposing loss of credit must confer with the Supervisor of Pupil Management prior to imposing a loss of credit.

**Unexcused Absences/BECCA Bill**

The attendance office, Administrators and Counselors will ensure that Odle Middle school 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. The school will notify parents/guardians of unexcused absences. Students may be subject to consequences such as conferences, detention, in-school suspension, or loss of credit due to continued unexcused absences. Schools are required by law to file a petition with the juvenile court when a student has demonstrated a pattern of truancy. Truancy is determined based on a specific number of unexcused absences.

- **Within three unexcused absences in a month**: Parents will be notified by letter or phone. A conference will be held between the parent, student, and principal or designees for remediation/problem solving.
-No later than the fifth unexcused absence within a month: the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements. Part of this process for middle and high school students includes the district taking data and taking informed steps to eliminate or reduce the child’s absences. This must include a WARNS (Washington Assessment of Risks and Needs of Students) or other assessment by a school district’s designee. The district will file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010. The student may make-up time or a form of suspension will be scheduled by an administrator.

-No later than the seventh unexcused absences within a month or tenth unexcused absence within the school year: The school district shall file a petition with the juvenile court. A student suspension and/or a schedule change may be arranged by an administrator.

* Please see polices and procedures section below for complete information on this process, including considerations for students with IEPs or 504 plans.

Withdrawal from School
To withdraw their student from school, parents/guardians must contact the school registrar, at 425-456-6610. The student must turn in all books and materials and must have a Withdrawal from School form signed by all of her/his teachers. A locker check must also be completed through the Attendance Office. All books and school property must be returned and any fines must be paid before the withdrawal is completed.

ACTIVITIES

Communication
Odle and Club Jubilee offer a variety of clubs, sports, and activities after school. Some of these are offered as a yearlong choice and others are offered during a specific season. Fall, winter, and spring are the three seasons for clubs, sports and activities. The best way to keep up to date on when and where these occur is to check Odle’s website, listen to morning announcements, and read the PTSA newsletter.

After-school Activities
There are a wide variety of after-school activities available at Odle. Activities include but are not limited to Homework Club, Sports, Service Club, French Club and Yearbook. Information on various clubs and activities is given out throughout the school year.

Activity Bus
Odle provides after-school activity buses that make abbreviated runs through Odle’s bus routes. Since it does not follow the regular bus route, students may arrive home later than expected. Students must have an activity pass to ride the bus. Passes are available from any after-school activity advisor and given only when a student attended an activity for the full-allotted time.

STUDENT & FAMILY SERVICES

Family Connections Center
The Family Connections Center is staffed by Odle’s Family Involvement Liaison. The center provide families with a variety of school and community-related support services. This includes access to school supplies, meal time/break time meals, family assistance to accessing their student’s grades on-line, and much more. Please visit our center or contact our liaison for more details, 425 - 456 - 6688.

School Counselors
School counselors assist students in developing self-understanding and a positive self-concept. They help students establish goals, make useful decisions, and relate effectively with others. Their primary concerns are
the educational, social, and personal needs of all students. Students wishing to visit the counselor should complete a Counselor Request form, which is available in the main office.

**Peer Mediation**
We have a talented group of 18 students who are eager to help you work through problems you may have with your friends or other peers. If you happen to see any conflict between friends, classmates, or strangers that need to be talked out before it escalates, don’t hesitate to fill out a Peer Mediation request form, located in the counseling center. Don’t Wait! Peer Mediate!

**Clinic**
If you are ill or need first aid, you can report to the clinic with a pass from your teacher. You may remain in the clinic for 15 minutes. After such time, students will either go home, if necessary, or go back to class. Please check in with the Nurse, Attendance Specialist or Main Office Secretary prior to entering the clinic.

**Medication**
If medication is to be taken while at school, written instructions from the prescribing physician and parental permission must be obtained for EACH medication. A medication authorization form is available in the main office and must be completed by a physician and returned/faxed to the school nurse. If more than one medication is to be taken, additional authorization forms can be obtained.

All medications will be kept and dispensed (as ordered by the physician) by a designated school employee unless the paperwork for ‘self-administering’ is completed. Prescription and non-prescription medication must be sent in the original pharmacy container. Non-prescription (over-the-counter) medications must be clearly labeled with the child’s name, dosage, and time to be given. NO MEDICATION (prescription or non-prescription) MAY BE GIVEN WITHOUT A PHYSICIAN’S ORDER. There is to be NO sharing of medications of any kind. Sharing medication is grounds for immediate suspension.

**Viking Voice (PTSA Newsletter)**
The PTSA sponsored “newsletter” is e-mailed weekly. Viking Voice is an excellent source of information and a way to keep informed about what is happening at Odle. The deadline for submitting items for this newsletter is published in the first newsletter of the year.

**Community Resources**
The Counseling Office has a complete listing of community resources and private practice professionals. A sampling is listed below.

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>24-hour Crisis Line....................</td>
<td>866-4-CRISIS</td>
</tr>
<tr>
<td>Alcohol/Drug 24- hour Help Line ......</td>
<td>425-722-3700</td>
</tr>
<tr>
<td>Al-Anon/Alateen Information Service..</td>
<td>206-625-0000</td>
</tr>
<tr>
<td>Child Protective Services.............</td>
<td>800-609-8764</td>
</tr>
<tr>
<td>Crisis Clinic Teen Link...............</td>
<td>206-461-4922</td>
</tr>
<tr>
<td>Eastside Alcohol Center...............</td>
<td>425-454-1505</td>
</tr>
<tr>
<td>Eastside Domestic Violence Program....</td>
<td>425-746-1940</td>
</tr>
<tr>
<td>Eastside Mental Health Center........</td>
<td>425-827-9100</td>
</tr>
<tr>
<td>King Co. Sexual Assault Resource Center..</td>
<td>425-226-7273</td>
</tr>
<tr>
<td>Runaway Teen Crisis Line..............</td>
<td>800-RUN-AWAY</td>
</tr>
<tr>
<td>Therapeutic Health Services – Eastside....</td>
<td>425-747-7892</td>
</tr>
<tr>
<td>Teen Link (6-10pm)....................</td>
<td>206-461-4922</td>
</tr>
<tr>
<td>Youth Eastside Services (YES).........</td>
<td>425-747-4937</td>
</tr>
</tbody>
</table>

**Visitors & Volunteers**
Visits to a classroom or teacher must be arranged in advance, at least 24 hours. All visitors must report to the main office to secure a visitor’s pass. Parent/family volunteers are needed in a variety of ways including tutoring and assisting in the library and office. Parents/family members wishing to volunteer at school need to complete a Bellevue School District Volunteer Application, available in the main office or at [https://bsd405.org/get-involved/volunteer/](https://bsd405.org/get-involved/volunteer/).
BULLYING, INTIMIDATION, & HARRASSMENT

What is Bullying?
Bellevue School District policy 3207 states: “Harassment, intimidation or bullying” means 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, gender, 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.

How to Deal with Bullying:
• Tell your parents or other trusted adults. They can help stop the bullying.
• If you are bullied at school, tell your Teacher, school Counselor, or Principal. Telling is not tattling.
  o Reports can be anonymous or confidential. Ways to report bullying include an Incident Reporting form, sending a note to school personnel (counselor, psychologist, administrator, etc.), calling school and/or district personnel.
• Don’t fight back. Don’t try to bully those who bully you.
• Try not to show anger or fear. Students who bully like to see that they can upset you.
• Calmly tell the student to stop...or say nothing and then walk away.
• Try to avoid situations in which bullying is likely to happen. You might want to:
  o Avoid areas of the school where there are not many students or teachers around.
  o Make sure you aren’t alone in the bathroom or locker room.
  o Sit near the front of the bus.
  o Don’t bring expensive things or lots of money to school.
  o Sit with a group of friends at lunch.
  o Take a different route through hallways or walk with friends or a teacher to your class.

What Do YOU Do When You See Someone Being Bullied at School?
Ask yourself, “Is it my job to help?”
Think about how YOU might feel if the bullying was happening to you. You and other kids can lend a hand, even when you aren’t close friends with the kids who are bullied. Your school will be a better place if you help stop bullying. And making your school a better place is EVERYONE’S job!

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

What if I Don’t Feel Safe Telling a Bully to Stop?
That’s okay.
• No one should put themselves in an unsafe situation. How ELSE can you lend a hand when bullying happens?
• Say kind words to the child who is being bullied, such as “I’m sorry about what happened,” and “I don’t like it!” Help them understand that it’s not his or her fault. Be a friend. Invite that student to do things with you, such as sit together at lunch or work together on a project. EVERYONE NEEDS A FRIEND!
• Tell the student who is being bullied to talk to someone about what happened. Offer to help by going along.
• Pay attention to the other kids who see the bullying. (These people are called “bystanders.”) Are any of
them laughing or joining in with the bullying? If yes, these kids are part of the problem. Let those students know that they’re not helping! DON’T be one of them!

**Tell an adult. (This is IMPORTANT!!)**
- Chances are, the kid who is being bullied needs help from an adult. The kid who is doing the bullying probably does, too. Often, the bullying does not get reported. But, who should you tell? Think about who you could tell in your school:
  - Teacher (which one would you talk to?),
  - School Counselor,
  - Cafeteria or Playground Aid,
  - School Nurse,
  - Principal,
  - Bus Driver, or
  - Other adults you feel comfortable telling.

If you need help telling, take a friend along.

**Why Don’t Some Kids Tell When They See Bullying?**
- They may not want others to think they are “tattling.”
- They may be afraid that the kids who bully will pick on them next.
- They may think that their friends will make fun of them for trying to help.

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

**What if the Bullying Doesn’t Happen at School?**
- If there is an adult around, report the bullying to an adult (your youth group leader, minister, or sports coach).
- No matter where the bullying happens, you should talk to your parents about bullying that you see or know about. Ask them for their ideas about how to help.

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

### EXPECTATIONS, POLICIES & GUIDELINES

**Corrective Actions &/or Interventions (Policy 3241)**
All students will follow the rules of the district. Refusal to comply with written rules and regulations established for the governing of the school will constitute sufficient cause for corrective actions, interventions, discipline, suspension and/or expulsion.

**Hall Passes**
Each student must have a hall pass if he/she is out of the classroom at any time during a class period. If a student needs to leave a classroom for any reason, the student must first have permission from the teacher.

**Personal & District Property**
Personal property should not be left unattended at school and students should not lend their personal property to other students. Students are strongly discouraged from bringing expensive items to school. Students should not bring more than $5.00 to school at any one time. The school or district is not responsible for recovery of money or property lent, lost or stolen. Please make sure to lock up your belongings and make sure the lock on your locker and P.E. locker is locked at all times. Students need to lock up bikes on the bike racks. Students are expected to respect the school building, grounds, facilities, and those who maintain them. Any student who defaces, damages, or destroys school property or the personal property of individuals will be
required to repair or replace the damaged item and/or bear the cost of it. The student may also face further disciplinary action. Except in cases of accidents, students are liable for all damage caused to school or personal property.

**Lockers**

Students will be assigned to a locker each year. **Do not give your combination to anyone else or share lockers.** Any changes in locker assignments will be handled by the main office only. It is the student’s responsibility to see that their locker is kept locked and in order at all times. Please report any problems concerning locks or lockers to the main office promptly. **Personal items cannot be stored in the main office.**

Broken or damaged lockers will be charged to the student assigned to the locker, including, but not limited to Sharpie marks, dents, decorations that cannot be removed, stickers that cannot be removed, etc. Exterior decorations, such as decorating for a birthday or holiday, will be taken down after 24 hours by the student. After that time, the student assigned to the locker will be notified and directed to take down the decorations.

In addition to school lockers, students participating in physical education and dance are issued a gym locker. When dressing for an activity, all belongings must be placed and secured in this locker.

**WARNING:** Lockers are only for student convenience and should not be viewed as secure. Do not leave valuables in lockers. The school will not be responsible for anything lost or stolen from lockers, or items left in unlocked or unsafe areas as the lockers belong to the school district. Lockers and combination locks are a permanent part of the building. Odle administration reserves the right to inspect them at any time per district policy 3230. At any time, administration and the law enforcement agency may do periodic K-9 checks to ensure we maintain a safe learning environment for all students.

**Backpacks**

All backpacks are to be stored in students’ lockers. Backpacks, messenger bags and any other book bags are not allowed in class. This includes the PE locker room.

**Students and Telecommunication Devices / Cell Phones**

**Telecommunication devices will be turned on and operated only before and after the regular school day and during the student's lunch break, unless an emergency exists that involves imminent physical danger or a school administrator authorizes the student to use the device.**

Telecommunication devices are NOT allowed in classrooms UNLESS you have specific teacher permission for specific academic goals.

Odle is not responsible for lost, stolen, damaged or broken items that should not be at school in the first place. In addition, students who have been given permission to use video cameras and photography cameras must have a badge to designate use. Without such permission, recording events or activities during school, whether via (cell phone) camera, video camera or voice recording, is not permitted and may result in disciplinary action.

Students who have personal cell phones, telecommunications, or electronic devices, on or in sight in the classroom, without teacher permission, will be subject to disciplinary action. The following will occur for technology violations:

**1st Violation:** Discuss class/school expectations for appropriate use of student cell phones or music devices. The teacher may keep the device for the remainder of the class and return it at the end of the period.

**2nd Violation:** Phone, telecommunications, or electronic device will be delivered to the main office. Student may pick up at end of school day.
**3rd Violation:** Phone, telecommunications, or electronic device will be delivered to the main office. Arrangements will be made for device to be picked up by parent/guardian.

**4th Violation:** Phone, telecommunications, or electronic will be delivered to the main office. Conference set up with Administrator to make arrangements for device to be picked up and disciplinary consequences assigned.

—— In each case, a teacher, staff member, or trustworthy student will deliver the phone to the main office. In the case of a student delivering the phone, the teacher will notify the office ahead of time.

**Dress Policy**

All students are expected to dress appropriately for school. BSD Board Procedure 3224 states, “The student and parent/guardian(s) may determine the student’s personal dress and grooming standards, provided that the student’s dress and grooming does not: A) Lead school officials to reasonably believe that such dress or grooming will disrupt, interfere with, disturb, or detract from the school environment or activity and/or educational objectives; B) Create a health or other hazard to the student’s safety or to the safety of others.” If the student’s clothing does not follow these guidelines, the student will be asked to make the appropriate changes. The student’s parent will be notified if the student is non-compliant. Corrective action may take place if the behavior continues.

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

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

Caps and hoods can be worn on campus. Teachers have the right to have a hat and hood free classroom. Students will follow each teacher’s rule regarding wearing hats or hoods in class.

**Unnecessary Items**

The following items have been found disruptive to the learning process and are not allowed at school unless designated by a teacher or before/after the school day. These items may be confiscated by staff members and held in the office until a parent/guardian comes pick the item(s) up should they be confiscated on campus during the school day: Axe & all other deodorant sprays, spray perfumes and colognes, laser lights/pointers, permanent markers (e.g. Sharpies), toys, stuffed animals and sports equipment.

Gum chewing is not allowed at Odle Middle School due to damage to furniture and carpeting. Students should not bring gum to school.

Due to health and safety concerns, laser pointers and aerosols/sprays are not allowed on campus. Students should not bring or apply body sprays (Axe sprays, etc.), colognes, or perfumes anywhere at school including the locker rooms (please use stick, gel, or roll-on deodorants instead). Using aerosols/sprays at school can cause health problems and concerns for many people on our campus (students with Asthma, etc.). If you choose to apply these scents, please do so prior to coming to school. Students choosing to bring any of these prohibited items to school will have the item confiscated.

**Balloons**

Balloons may cause a disruption to the learning environment; therefore, we ask that students do not bring balloons to school. Any balloons brought to school will be stored in the main office until the end of the school day.
Cafeteria Expectations

Cooperation in the cafeteria is essential in order to allow everyone to be served his or her lunch quickly and to maintain a positive lunchtime environment. Every student will benefit if the following courtesies are observed:

• Follow lunchroom procedures.
• Follow directions given by lunchroom supervisors and be courteous to kitchen servers.
• Walk at all times.
• Wait patiently in line. No cutting or pushing in the lunch line.
• Select only what you are going to eat. Do not make purchases for others.
• Have your money ready when you reach the cashier and know your lunch code number.
• Remain seated while you are eating.
• Speak in a normal tone (no shouting or yelling).
• **Clean your table area before leaving. Throw away all trash, stack your trays, and recycle cans, bottles, and milk cartons.**

• When you have finished eating, stay in the cafeteria commons area or go to the basketball courts/tetherball area. Limited library passes are available. Food and drinks are **NOT** allowed outside the cafeteria.
• Throwing food, trash, cans, rocks, dirt, berries, pinecones, snowballs, etc. or anything that could potentially harm another student is prohibited.
• Laptops are not permitted in the Commons. After the first 10 minutes of each lunch, students may use their laptops in the library or the designated space above the Commons.
• The cafeteria is a public space. Personal celebrations are not permitted during regular school hours. This includes the distribution of food for the purposes of celebrating a birthday.

Food Sharing

Safety is a top priority at Odle. This includes being aware of and respecting the allergies many students have in our school. We discourage students from sharing food.

Food Delivery Services

Odle has many options for students during each meal. Students and families are not permitted to order food from an outside delivery service or restaurant. Odle will not accept orders for any student.

Transportation & Bus Conduct

District transportation is a privilege—not a right. Violation of school bus rules can create an immediate danger to the health and safety of others. Student conduct on the buses and at the bus stops must reflect good judgment and meet all expectations for Odle Middle School students. Students are expected to:

1) Cooperate with the driver at all times, and comply with all requests and directions.
2) Be courteous. Do not use obscene/profane language. Talk quietly.
3) Stay in their seats at all times.
4) Keep their head, hands, and feet inside the bus.
5) Keep the bus clean. Throw away all litter.
6) Cross the street in front of the bus—never behind it.

Students should be aware that the school bus drivers have the right to assign seats on the bus at any time. If a student misbehaves at the bus stop or on the bus, she/he may be issued a Student Conduct Citation or a bus ticket by the bus driver. If this happens, the following will occur:

- **First Citation:** The student will have a conference with an Administrator and consequences of any further student citations will be explained.
- **Second Citation:** Automatic loss of riding privileges for a period of five (5) school days.
- **Third Citation:** Automatic loss of riding privileges for a period of thirty (30) school days.
- **Fourth Citation:** Automatic loss of riding privileges for the remainder of the school year.

**Serious Bus Rule Violation:** Any major infraction of the rules or severe inappropriate behavior (insubordination or endangering another passenger) shall result in the immediate suspension of bus riding privileges for the balance of the semester or school year, as determined by the Transportation Department.
**School Bus Passes for Temporarily Riding a Different Route**

Students wanting to go with another student on a different bus must submit a written note from their parent to the office during that school day (and before 7th period). Once verified, the student will receive a special stamp from the attendance or main office authorizing them to ride the different bus. However, only regular passengers will be allowed to ride if the bus is full.

**Assembly Expectations**

- Pay attention, listen, and participate as directed.
- Whispering quietly before the assembly starts is acceptable.
- No disruptive behavior (i.e. horseplay) allowed.
- Listen silently to speakers and performers.
- When a speaker approaches the microphone or stands in front of the assembly, all talking stops.
- Students are to sit with their teachers.
- Express appreciation using appropriate applause.
- When dismissed, leave the assembly in an orderly fashion.

**Inappropriate Displays of Affection**

Overt displays of affection including handholding, kissing and prolonged hugging, makes students, parents, and staff uncomfortable and are discouraged at school. Students engaged in an inappropriate display of affection will be asked to stop, and may be referred to an Administrator for possible disciplinary action.

**Delivering Messages and Personal Items During the Day**

Parents are encouraged to make arrangements with their students prior to coming to school. Please try to keep daily messages called in to the school for your student to a minimum, so as to avoid classroom interruption. In an effort to minimize the amount of disruptions to the classroom learning environment, notes or other correspondence to students from parents or activity advisors will not be delivered during the school day except in cases of emergency. Emergencies do not include reminders to stay for tutorial or activities, reminders for appointments, reminders to bring instruments home, or arrangements for rides. Please communicate this information to your child before they come to school and have them write this information in their agenda.

Notes and personal items (such as forgotten instruments, lunches, clothing, etc.) that are not emergencies can be taken by the office and left for students to pick up during passing times or their lunch. There is a designated pick up spot for these items in the main office. These will not be delivered. Please plan ahead for this type of correspondence.

We will deliver messages from the attendance office for emergencies, except the last 15 minutes of school.

**Student Phone**

There is a courtesy phone in the Main Office for student use. You must dial 9 before entering your number. Students are not allowed to have cell phones visible or use them during school hours unless they are using the cell phone with permission in the main office. Violation of this will result in confiscation (see Electronics Policy).

**Field Trips**

Whenever a student leaves the school grounds for a student activity, a Parent Permission Slip must be completed by a parent or guardian. Telephone calls cannot be accepted for authorization at such activities.

**Emergency Drills & Procedures**

Regular emergency disaster drills are scheduled during the school year including fire, earthquake, and lockdown drills. To ensure efficiency and safety, students need to treat each drill as if it was a real emergency. Students should remain quiet throughout the entire drill and follow their teacher’s directions.
**Possession of Alcohol, Tobacco, &/or Drugs**
The possession of drugs, drug paraphernalia, alcohol, cigarettes, or tobacco products are not allowed at Odle Middle School or any other school. The use, sale, or exchange of these items is illegal and is also prohibited. The unauthorized use, sale, or exchange of medical prescriptions is also prohibited. Students who violate this policy are subject to disciplinary action up to and including expulsion from Bellevue School District.

**Weapons**
The possession of any dangerous weapons or look-alike weapons (knives, laser lights, explosives of any kind including smoke and stink bombs, firearms) are prohibited and possession will result in immediate disciplinary action including up to a suspension, expulsion, and referral to the Bellevue Police Department.

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**ONE TO ONE AT ODLE**
A laptop/touchscreen tablet called a Lenovo Yoga will be distributed to every student at Odle. This will allow Odle students to learn and collaborate in new exciting ways. Each student is responsible for maintaining their device and returning it at the end of the academic year. Below is some information about laptop use, expectations, tips, and fines. Please refer our district’s document, Student and Parent Mobile Device Handbook, for full details. This can be accessed here: [http://wwwbsd405orgwp-contentpdftechnologyStudent%20and%20Parent%20Laptop%20Handbookpdf](http://wwwbsd405orgwp-contentpdftechnologyStudent%20and%20Parent%20Laptop%20Handbookpdf)

**Acceptable Use Policy**

Computing at Odle is to be used for educational purposes that serve the school’s mission. Students and faculty are expected to use good judgment when working in gray areas not covered explicitly by the rules. Never provide personal information while online. You should assume that everything you do online can be seen by the entire world. All community members are expected to contribute to a stable and productive computing environment.

**Web Cams**

**Purpose**
Each student laptop is equipped with a web cam. This equipment offers students an extraordinary opportunity to experience a 21st Century tool and to develop 21st Century communication skills.

**Examples of Use**
Web cams are to be used for educational purposes only, under the direction of a teacher. Examples include:
- Recording videos or taking pictures to include in a project
- Recording a student giving a speech and playing it back for rehearsal and improvement.

**Listening to Music**

**At School**
Listening to music on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

**At Home**
Listening to music on your laptop (for example, from a streaming website) is allowed at home with permission from parents/guardians.

**Watching movies**

**At School**
Watching movies on your laptop is not allowed during school hours without permission from the teacher. Permission will be given only for media used to complete a school assignment.

**At Home**
Watching movies on your laptop is allowed at home with permission from parents/guardians.

**Gaming**

**At School**
At Odle, online gaming is not allowed during classtime, unless you have been given permission by a teacher. Students may access online games while at school before school, during lunch, and after school. Any games must be in support of education.

**At Home**
Online gaming is allowed at home if all of the following conditions are met:

- The content of the game is school appropriate
- You have permission from your parent/guardian
- The game is in support of education
- All school work is complete
- No download of any kind is needed

**You are not allowed to load personal software onto your computer.**

**Laptop confiscation**
All students are expected to follow school and district guidelines for laptop use. Failure to do so will result in the following actions:

1st Violation: Discussion with your teacher about class expectation for appropriate use of your laptop and related technology. Your teacher will return your laptop at the end of the period.

2nd Violations and beyond: Your laptop is delivered to the assistant principal’s secretary. You will complete a reflection form.

- 2nd Violation: You may pick up your laptop from the main office at the end of the day, after filling out a reflection sheet.
- 3rd Violation: Your parent will be called, and will have to pick up your laptop from the main office. You will fill out another reflection form. Your parent must sign your reflection form in order to receive your laptop.
- 4th Violation: You, your parent, and administrator will have a meeting. Your laptop may be returned at the end of the meeting.
- At all violation levels, additional consequences may be assigned to your laptop use. This will be decided on a case by case basis. Other consequences may include, but are not limited to: a higher level of internet filtering, not being allowed to send out e-mails using their school account, and/or having school inappropriate content/programs removed.

**Caring for your Laptop**

**Care of Laptops at School**
- Lock the computer before walking away from it
- Follow all directions given by the teacher
Care of Laptops at Home

- Laptops should be stored in their case
- Charge the laptop fully each night, after use so that it is ready for classroom use
- Use the laptop in a common room of the house
- Store the laptop on a desk or table; never on the floor
- Protect the laptop from extreme heat or cold, food and drinks, small children, pets
- Keep the laptop clean and free of stickers or other decorations

(Clean laptops with a soft damp cloth when the laptop is powered off)

Traveling with the Laptop

- Completely shut down the laptop before traveling
- Do not leave the laptop unattended in a vehicle
- If you are ever in a situation when someone threatens you for your laptop, give it to them and tell a District staff member as soon as you get to school.

Prohibited Actions

Students are prohibited from:

- Students may not loan laptop components to other students for any reason. Students who do so are responsible for any loss of components
- Putting stickers or additional markings on the laptops, cases, batteries or power cord/chargers
- Defacing the laptop or case in any way; including, but not limited to, marking, drawing, stitching, or marring the surface
- Installing software. Student laptops will not allow student to install software on them
- Modifying the device’s operating system in anyway
- Students may not open the device case for any purpose
- Modifying the district browser settings or any other techniques, designed to avoid being blocked from inappropriate content or to conceal Internet activity

* Students who identify or know about a security problem are expected to convey the details to their teacher without discussing it with other students

Laptop Damage/Theft/Loss

Accidental Damage vs. Negligence

Accidents do happen. There is a difference, however, between an accident and negligence. After investigation by school administration and determination by the technology staff or authorized repair company, if the laptop is deemed to be intentionally or negligently damaged by the student, the student may be subject to discipline and the cost of repair or replacement. Students must report damage to their school within two school days of the damage being done.

Negligence repairs will be subject to a $100 deductible to be paid for by the parent/guardian. Gross negligence (e.g. student throwing the laptop, gauging with a screw driver, etc.) will not qualify for the deductible. Parents/guardians will be charges the full cost of repair/replacement. If assistance is needed, please discuss with your school’s administrator.

Lost Equipment

Reporting Process
If any equipment is lost, the student or parent must report it to the school immediately. Students can let a teacher or administrator know, and the staff member will assist him/her.

**Stolen Equipment**

**Reporting Process**

If equipment is stolen, a police report must be filed and a copy of the report must be provided to the school by the student or parent in a timely manner (within five school days).

If there is not clear evidence of theft, or the equipment has been lost due to student negligence, the student and parent will be responsible for the full cost of replacing the item(s).

Failure to report the theft to the proper staff and follow the proper filing procedure may result in a bill for full replacement cost to the student.

**Student Fines for Damaged and Lost Equipment and Laptops**

- Stylus: $13
- Power Cord: $19
- Laptop Case: $30
- Accidental Damage: Upon administrator or designee investigation, can result in no fine
- Negligence Damage: Subject to a $100 deductible to be paid for the student and family
- Gross Negligence Damage: Fine for the repair needed up to the full cost of a replacement laptop
- Laptop Replacement: $1,601
- Stolen Laptop: A police report must be filled out and the police report number reported back to the school. Students that follow the proper procedure will not have a fine issued for replacing the device.

*Prices are subject to change

**Internet Safety Resources**

Common Sense Media offers a wide range of resources for students, parents and educators to help them navigate our modern media safely. Their website is [http://www.commonsensemedia.org/](http://www.commonsensemedia.org/)

**Rules of the Road for Students**

1. Guard your privacy. What people know about you is up to you.
2. Protect your reputation. Self-reflect before you self-reveal. What’s funny or edgy today could cost you tomorrow.
3. Nothing is private online. Anything you say or do can be copied, pasted, and sent to gazillions of people without your permission.
4. Assume everyone is watching. There’s a huge, vast audience out there. If someone is your friend’s friend, they can see everything.
5. Apply the Golden Rule. If you don’t want it done to you, don’t do it to someone else.
6. Choose wisely. Not all content is appropriate. You know what we mean.
7. Don’t hide. Using anonymity to cloak your actions doesn’t turn you into a trustworthy, responsible human being.
8. Think about what you see. Just because it’s online doesn’t make it true.
9. Be smart, be safe. Not everyone is who they say they are. But you know that.
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://wwwbsd405.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, socioeconomic 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.
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;
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 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 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 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/](http://www.bsd405.org/departments/athletics-activities/eligibility/).
CITING BOOKS AND OTHER NON-PERIODICAL PUBLICATIONS

- Book
  Author's Last Name, First Name Middle Name. Title of Book. City of Publication: Publisher's Name, Year of Publication.

- Book – Editor or Compiler – An Anthology or Compilation
  Editor’s or Compiler’s Last Name, First Name Middle Name, ed. or comp. Title of Book. City of Publication: Publisher’s Name, Year of Publication.

- Book – By Two or More Authors
  Note: List the authors’ names in the order given on the publication’s title page.
  Author's Last Name, First Name Middle Name and Author's First Name Middle Name Last Name. Title of Book. City of Publication: Publisher's Name, Year of Publication.

- Book – Reference Book
  Encyclopedia
  Author of article’s Last Name, First Name Middle Name. “Article Title.” Title of Encyclopedia. Year of Publication.

CITING ARTICLES AND OTHER PUBLICATIONS IN PERIODICALS

- Newspaper
  Author’s Last Name, First Name Middle Name. “Title of Article.” Name of Newspaper Day Abbreviated Month. Year of Publication, Edition ed.: Page Numbers of Article.

- Magazine
  Author’s Last Name, First Name Middle Name. “Title of Article.” Name of Magazine Day Abbreviated Month. Year of Publication: Page Numbers of Article.

CITING MISCELLANEOUS PRINT AND NON-PRINT SOURCES

- Film or Video Recording (DVD, Videocassette)
  Title. Dir. Director’s First Name Middle Name Last Name. Writer, Performer, or Producer’s First Name Middle Name Last Name, Year of Original Release. Media Format. Distributor, Year of Release.

- Interview (Personal or Telephone Interview Conducted by Researcher)
  Last Name, First Name Middle Name of Person Interviewed. Personal, E-mail or Telephone interview. Day Abbreviated Month. Year of Interview.
CITING ELECTRONIC PUBLICATIONS

▪ Basic Entry: A Document from an Internet Site
  Author’s Last Name, First Name Middle Name. "Article or Specific Web Page Title." Title of Entire Web Site. Day Abbreviated Month. Year Web Page Was Last Revised. Sponsoring Organization. Day Abbreviated Month. Year You Read It <URL>.


▪ Article in an Online Newspaper
  Author’s Last Name, First Name Middle Name. "Title of Article." Name of Newspaper. Day Abbreviated Month. Year of Publication. Day Abbreviated Month. Year You Viewed It <URL>.


▪ A Work from an Online Subscription Database
  Note: Since URLs are complex, provide the URL of the database’s search page or home page. If citing an article originally in print form but obtained from an online database, include enough information to find the item in either.

  “Title of Article.” Name of Database Reference Source. Year of Publication. Publisher’s Name. Name of Your School Lib. Day Abbreviated Month. Year You Read It <URL>.


  Author’s Last Name, First Name Middle Name. "Title of Article." Name of Database Reference Source. Day Abbreviated Month. Year of Publication. Name of Database. Publisher’s Name. Name of Library Where Viewed. Day Abbreviated Month. Year You Read It <URL>.


  Author’s Last Name, First Name Middle Name. "Title of Article." Name of Database Reference Source. Day Abbreviated Month. Year of Publication. Name of Database. Publisher’s Name. Name of Library Where Viewed. Day Abbreviated Month. Year You Read It <URL>.


  Proquest (ProQuest, eLibrary, Bridgeman Art and Art Resources)
  Author’s Last Name, First Name Middle Name. "Title of Article." Name of Publication. Day Abbreviated Month. Year of Publication. Name of Database Reference Source. Name of Library Where Viewed. Day Abbreviated Month. Year You Read It <URL>.


  United Streaming
  “Title of Video.” Name of Producer. Day Abbreviated Month. Year of Publication. Publisher’s Name. Name of Library Where Viewed. Day Abbreviated Month. Year You Read It <URL>.


  World Book, World Book Kids
  Author’s Last Name, First Name Middle Name. "Title of Article." Name of Database. Day Abbreviated Month. Year of Publication. Publisher’s Name. Name of library where viewed. Day Abbreviated Month. Year You Read It <URL>.