

Phantom Lake Community Handbook



Phantom Lake Promise

I promise to be a responsible student of Phantom Lake School.
I will treat all people, including myself, with respect.
I promise to work hard so I can be proud of my achievements.
I know how to solve problems and make good decisions.
I promise to do my best at all times and NEVER GIVE UP!
I will strive to do right to make my future look bright.

Phantom Lake Elementary School
1050 160th Avenue SE
Bellevue, WA 98008

<http://www.bsd405.org/phantomlake>
<http://www.phantomlakepta.org>

Melisa Macias, Principal
Chhoun Mey, Assistant Principal
Debbie Gordon, Office Manager

Welcome to Phantom Lake Elementary School!

Phantom Lake is one of 18 elementary schools in the Bellevue School District. Our school currently serves approximately 500 students pre-kindergarten through fifth grade. The Phantom Lake staff is committed to working together to provide the best possible education for each of our students. We value working collaboratively with our students' families and believe that the connection between home and school plays an important role in the success of our students and our educational program at Phantom Lake. Thank you for sharing your children with us!

Phantom Lake Elementary	456-5600
Phantom Lake Attendance Hotline	456-5609
Transportation Office	456-4512
Bellevue School District Public Information	456-4000

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



Phantom Lake Elementary School Community Handbook 2019-20

The policies and procedures in this handbook will be reviewed by the Phantom Lake staff and will be revised and amended as necessary.

It is our intent that the information contained in this document is useful, clear and easy to understand. Please discuss the material in this handbook with your child. As always, your written comments and suggestions for improvement of future editions of the Phantom Lake Community Handbook are welcome in the school office. Thanks!

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Letter from the Principal

Welcome to Phantom Lake Elementary School for the 2019-2020 School Year! We are thrilled to welcome all of you back to a new school year of learning and growing. I want to take this opportunity to emphasize to students how much our staff look forward to your return and how much we care about your success and well-being. The partnerships that exist between the dedicated staff and community are evident and play a pivotal role in responding to the needs of every child who attends Phantom Lake Elementary School. I am dedicated to preserving this positive school culture and forging strong connections to ensure the best education possible for our students. You are encouraged to share in this very special partnership by visiting the school, getting to know your child's teacher, joining the Phantom Lake PTA, and becoming familiar with the school's staff and programs.

Phantom Lake Elementary is a school that works to create a positive and challenging academic experience for your child. Our focus is always to provide each child with new challenges that will result in a rewarding school experience. Academic emphasis on the core content areas of reading, language arts, science, social studies, and math will remain a priority as well as instruction in the arts, music and physical education, providing each student with the opportunity to develop skills in these areas.

Phantom Lake is one of 18 elementary schools in the Bellevue School District. Our school currently serves approximately 500 students in preschool through fifth grade. We have a variety of programs to serve the needs of our diverse student population. These programs include: a school-funded JumpStart morning program for children in intermediate grades; a Learning Assistance Program (LAP) state funded reading support program for children struggling in reading for grades K-3; English as a Second Language support for beginning to advanced level second language learners; a Special Education program for children with special learning needs; and an Integrated Preschool program for both typically developing children and children aged three through five who have special learning needs; and district sponsored before and after school child care options. Additionally, Phantom Lake is host to a number of community-based programs and services that enrich the learning environment for our students. These include the Boys and Girls Club after-school program and Youth Eastside Services connections.

Taking a few minutes to read through this handbook will provide you important information to assist in ensuring a positive year for you and your child at Phantom Lake Elementary. This handbook contains information that pertains to the safety of all of our children and policies that help Phantom Lake run smoothly. I would encourage you to visit our school website, <https://bsd405.org/phantomlake/>, throughout the year to stay informed regarding activities and resources that are available at Phantom Lake Elementary. In addition, we will be utilizing a monthly newsletter to keep you informed. As your new Principal, it is important to me that everyone who steps through our doors - teachers, students and parents - are excited to be here! This attitude enables us to meet the challenges of academic excellence in a fun, positive and nurturing environment. My door is always open and I welcome your input. Please feel free to call or email me to discuss any concerns you might have throughout the school year.

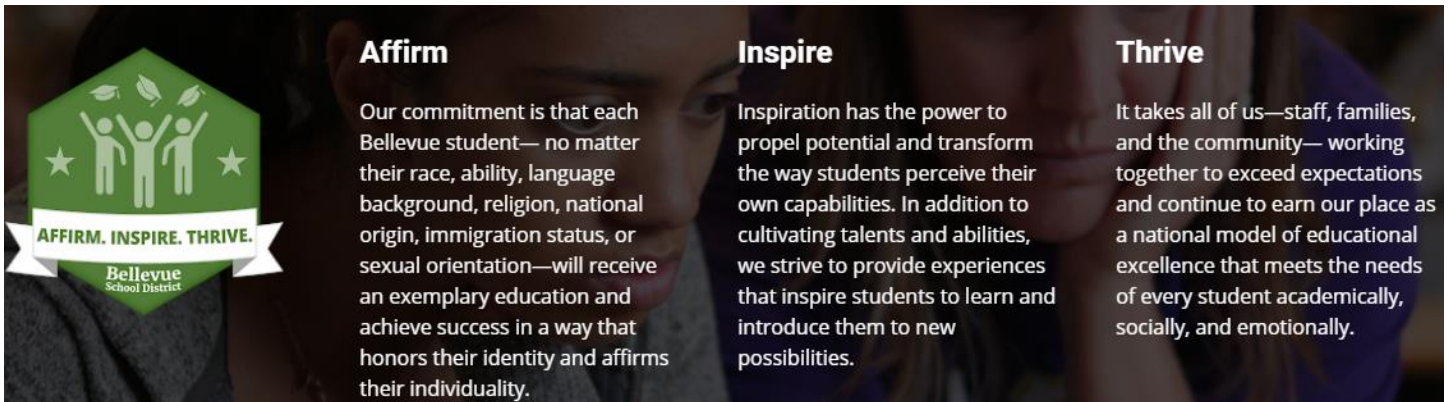
Sincerely,
Melisa Macias
Principal, Phantom Lake Elementary

School Website

Our school, and each school across the district, has a school website (bsd405.org/phantomlake/) where you will find information related specifically to Phantom Lake as well as information related to the Bellevue School District's services provided at the school and at the district level. Here you can find the bell schedule, information on happenings around Phantom Lake, The Eagle's Nest Update (monthly community newsletter) and other important information to keep you linked into the amazing work here at Phantom Lake.

Bellevue School District Website: www.bsd405.org

Staff Goals and Commitments



Affirm	Inspire	Thrive
Our commitment is that each Bellevue student— no matter their race, ability, language background, religion, national origin, immigration status, or sexual orientation—will receive an exemplary education and achieve success in a way that honors their identity and affirms their individuality.	Inspiration has the power to propel potential and transform the way students perceive their own capabilities. In addition to cultivating talents and abilities, we strive to provide experiences that inspire students to learn and introduce them to new possibilities.	It takes all of us—staff, families, and the community— working together to exceed expectations and continue to earn our place as a national model of educational excellence that meets the needs of every student academically, socially, and emotionally.

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

Phantom Lake Elementary's Mission Statement:

The mission of our Phantom Lake community is to provide an exceptional education for the whole child in a nurturing and joyful environment in order to prepare our students to be creators of their future world.

2019-2020 School Year

This year we will continue to support each student, every day, in every classroom. We do this through using the Common Core Standards, using data to drive our instruction, differentiating our lessons to meet students where they are, using multiple forms of assessment to track progress, and infuse 21st century learning into our classrooms. Along with a strong commitment to academics, we are also committed to ensuring each child grows socially and emotionally. Our curriculum and focus on providing a strong foundation of social/emotional learning for students will support our high expectations and growth academically.

2019-2020 District Calendar

[Link to Bellevue School District Calendar](#)

Phantom Lake 2019-20 Daily Schedule

Do not drop students off prior to 8:25 AM unless your child is participating in a before-school program or will be eating breakfast.

There is no supervision of students until 8:25 AM.

8:15-8:40	Breakfast
8:25-8:40	Crossing Guards
8:35	First Bell Rings—Classroom Doors Open
8:40	Second Bell Rings—School Begins
11:20	Half-Day Kindergarten Dismissal
11:00-11:55	Lunch and Recess Grades K/1/2...11:00-11:25 Lunch /11:30-11:55 Recess Grades 3/4/5...11:00-11:25 Recess/11:30-11:55 Lunch
12:55	WEDNESDAY Early Dismissal
1:20-1:40	K/1/2 Recess
1:45-2:05	3/4/5 Recess
3:10	Dismissal*
3:10-3:20	Crossing Guards

***3:10 PM is the dismissal time every Monday, Tuesday, Thursday, and Friday. Wednesday Dismissal is at 12:55 PM.**

PALS Preschool Program

Morning Program

8:40 a.m. PALS Preschool AM Program begins
11:40 a.m. PALS Preschool AM Dismissal

Afternoon Program

12:30 p.m. PALS Preschool PM Program begins
3:30 p.m. PALS Preschool PM Dismissal
Wednesday PALS Enrichment, ELP Extended Day runs on regular
Schedule, school day runs on half day schedule

For additional information on PALS program, contact Elizabeth Toba, PALS Program Coordinator, at tobae@bsd405.org.

For additional information specific to ELP / Extended Day, contact elp@bsd405.org; 425-456-4030



Attendance

Prompt and regular school attendance by students is important. Regular attendance is necessary if students are to profit fully from learning experiences offered in school. Because students miss significant instruction when they are absent from school, any absence may affect their learning. **In order to set your family up for success, plan to be at school by the 8:35 bell, giving students adequate time to reach their classrooms and be prepared for the start of class at 8:40.**

Frequent absences and tardies will be addressed by the Principal and/or Assistant Principal. The school is required to take a variety of actions to help improve a student's attendance and timeliness. (Please see the link <http://www.bsd405.org/wp-content/pdf/policy/3122P.pdf?x64558> for the full text of the Bellevue School District Student Attendance Policy 3122).

Absences and Tardies (late arrival or early leave)

If your child will be absent or late, please email (phantomlakeattendance@bsd405.org) or call the school at [425-456-5609](tel:425-456-5609). We value your child's safety and need to know where he/she is if not in school. Please refer to Bellevue School District Policy 3222 for more details on what constitutes an excused absence/tardy or an unexcused absence/tardy.

Excused/Unexcused Absences

For an absence to be considered as an excused absence (see policy 3122), you first **MUST** fill out a "Request for Excused Absence" for and return it to the office. Filling out the form does not guarantee that the absence will be accepted as excused. You may obtain a form in the office or on our website.

We strongly discourage families from taking vacations during school days. Every absence has an impact on your child and his/her classroom, and extended absences have been shown to have a negative impact on a student's education.

If your student has two **unexcused absences in one month**, state law (RCW 28A.225.020) requires we schedule a conference with you and your student to identify the barriers and supports available to ensure regular attendance. The district is obligated to develop a plan that may require an assessment to determine how to best meet the needs of your student and reduce absenteeism.

In elementary school after **five excused absences in any month, or ten or more excused absences in the school year**, the school district is required to contact you to schedule a conference at a mutually agreeable, reasonable time with at least one district employee, to identify the barriers and supports available to you and your student. A conference is not required if your student has provided a doctor's note, or pre-arranged the absence in writing, and the parent, student and school have made plan so your student does not fall behind academically. If your student has an Individualized Education Plan or a 504 Plan the team that created the plan needs to reconvene.

If your student has **seven unexcused absences in any month or ten unexcused absences within the school year**, we are required to file a petition with the Juvenile court, alleging a violation of RCW 28A.225.010, the mandatory attendance laws. The petition may be automatically stayed and your student and family may be referred to a Community Truancy Board, or you and your student may need to appear in Juvenile Court. If your student continues to be truant you may need to go to court.

Late Arrival and Early Pick Up (Tardies)

Students must be in their seats at 8:40 am. If your child arrives late, he/she needs to check in at the front office and will be tardy for school.

If it is necessary for you to pick your child up early from school, please come to the office to sign him/her out, this is considered a tardy. ***Do not go to the classroom to pick your child up as that can cause disruption in the classroom's learning. He or she will be called to the office to meet you.*** When you follow these procedures, you help keep all children at Phantom Lake safe and learning.

If your child's tardy falls in the "excused" category (see policy 3122) a parent must verify this in writing, email, or person with our office staff. It is highly recommended that you share this information with the office and teacher before the event.

For your child to be considered present for the school day, they must attend 50% or more of the school day, marked at 11:55 a.m. If a student is picked up early after attending for less than 50% of the school day, they will be marked absent for the day (excused, unexcused, depending on the reason).

Transportation, Drop-Off & Pick-Up

Students are to arrive at school between 8:25 and 8:35 am and line up outside their classrooms. Prompt arrival at school is expected of all students. Students who arrive at or after 8:40 a.m. are considered tardy and must report to the Office.

Unless students are involved in a supervised after-school activity, students must leave campus at the end of the school day (3:10 p.m., or 12:55 p.m. on Wednesdays.) In order to avoid interrupting instruction at the end of the day, parents are asked to wait outside the building at a family designated area (covered area by the office or the courtyard area by the parking lot is suggested) to meet their children at dismissal.

If you are using the designated pick up area, please remain in your car at all times, pull forward in order to keep the traffic flow moving, and follow the directives of staff members. In order to help ease student pick up congestion, you may consider either arriving to school five minutes after dismissal when the parking lot is typically cleared out or parking your car on a side street and meeting your child by foot. Staff will remain outside with students for 10 minutes. In order to ensure student safety, any student picked up after 3:15 p.m. will need to be picked up in the main office and signed out by a parent/guardian. **Frequent late pick-ups may result in the need for a plan to be made between the Assistant Principal/Principal and family in order to rectify the situation. On-going late pick-ups could result in the family paying a child care hourly fee or a referral to Child Protective Services.**

Students will be walked in grade level groups to the appropriate dismissal area after school. The bus loading area is located in the front of the building, the car drop off/pick up is located in the north parking lot, and parents who are picking up children by foot can meet them in the area located out front of the building. When it rains, walking parents may pick up their children in the front lobby of the school or under the covered area by the office.

Please note: The Boys and Girls Club and district childcare leases our playground for their after school program and due to liability issues the program may not share the playground with other children. When the club and the childcare are using this space, please choose another

area for your child(ren) to play.

If you reside outside the walking perimeter and require transportation, you will be notified by the Transportation Department the week prior to the start of school. You will be told your designated pick-up and drop-off point and time. Transportation will also send you information regarding policies and procedures for bus riders. We expect all Phantom Lake students to follow Phantom Lake rules and expectations, whether on campus, in the classroom, on a field trip, on the bus, or waiting for the bus. If you are in doubt about whether your student may ride the bus, please call Transportation at (425)456-4512.

We encourage you to have your child ride the bus or walk to school with a group of other children. You can also carpool with neighbors. **Traffic around Phantom Lake is very congested during pick-up and drop-off times. Fewer vehicles make the transition easier for everyone!** Please see the following page for a map and more details about arrival and dismissal.

If you need to drive to school to drop your child(ren) off, please follow these guidelines:

1. Supervision before school begins at 8:25 a.m. inside the building only. Therefore, please ensure your child remains safe by dropping him/her off any time after 8:25 a.m. but not beforehand. The school opens at 8:25 a.m. and classrooms open at 8:35 a.m.
2. **Please refrain from dropping off your child on 160th Ave SE. There is a high amount of traffic on this street before and after school, making the street a dangerous place to exit the vehicle.**
3. Use the designated drop-off/pick-up area to drop your child/children off at school.
4. When using one of the drop off / pick-up areas:
 - a. Pull as far forward as possible in the drop-off/pick-up lane. Drop off/pick up your child(ren) and pull ahead to exit.
 - b. Remain in your car at all times.
 - c. Please keep the line moving! If you need to talk with another parent or a teacher, park your vehicle in a parking space.
5. If you choose to park your car, **PARK ON THE STREET OR ONLY IN DESIGNATED PARKING SPACES. DO NOT PARK IN OR BLOCK THE FIRE LANE. DO NOT PARK IN NEIGHBOR DRIVEWAYS** or other parked vehicles.
6. Have patience! Plan for a few extra minutes in your morning or afternoon routine if you drop your child(ren) off or pick them up!
7. Please refrain from talking/texting on handheld devices during drop off and pick up.
8. **The south staff parking lot is CLOSED before and after school. It will not be available for student drop-off/pick-up.**
9. **DO NOT** allow your children to walk across the parking lot areas unless they use a crosswalk. Crossing anywhere else and in front of cars or buses creates a dangerous situation.
10. Remember that at high-traffic times of day, **right turns in and out of the school parking lot will help traffic flow more smoothly.**
11. **Have patience!** Plan for a few extra minutes in your morning or afternoon routine if you drop your child(ren) off or pick them up!

By following these guidelines and driving safely we will be keeping everyone safe! Thank you!

K-5 Bus Riders: Students riding the bus will be dropped-off and picked-up in the bus lane in front of the building. All students riding the bus are expected to follow Phantom Lake's behavioral expectations, as well as the district's policies around riding the bus.

K-5 Walkers: Walkers can use the walkways and enter the front of the building. Adults who are walking and picking up their students can wait outside on the basketball area of the playground (location 3) for their student(s). Please DO NOT wait by the front doors or in the main walkways from the school at dismissal time.

BICYCLES, SCOOTERS, SKATEBOARDS, OTHER

Students in grades 3 through 5 are permitted to ride bicycles and scooters to school. Bikes must be parked and locked at the bike rack near the school flag. Scooters must be stored in classroom cubbies. Helmets are required whenever your child is riding a bike or scooter to and from school. Bikes and scooters must be walked on school property during school hours and may not be ridden on the sidewalks. No mini-bikes, go-carts, skateboards, roller blades, motorized scooters, or roller shoes are permitted on school property.

After School Plans

After-school plans need to be made at home—not during the school day. **Should your child wish to go home with a friend or anywhere else other than the normal after-school destination, those plans should be made in advance. Students may only use the telephone after school to contact parent or guardian. Students may not use the office phone to make other arrangements with friends.**

Children who do not typically ride the bus will be allowed to ride the school bus home with a regular rider by showing the bus driver a permission note signed by the office. Students should bring these notes (with a parent signature) to the office in the morning before school starts to have them stamped. Then they can show them to their classroom teacher.

Students will not be dismissed early or released to anyone other than their parent or guardian without prior arrangement with school office personnel. These measures are taken in a partnership between home and school to ensure your child's safety.

Please avoid calls or emails to school regarding changes in after-school plans. Each time you call or email school regarding changes in after-school plans, valuable teaching time is interrupted to get the message to your child. Please make sure all after-school plans are set before your child comes to school in the morning. In the event of a change of plans, you need to contact the front office, not the classroom teacher. The message will then get to your child before the end of the day.

Please know that we are not able to interrupt classes to send reminders to students about after school activities.



Weather & School Closures or Late Starts

Snow can create confusion for all of us when it affects the school schedule. Since our school buses serve several schools in the district, decisions to close or delay school are made at the district level. Sometimes the conditions are dry and clear in other areas of the district, but icy in our neighborhood. For this reason, it is important to listen to your radio or television for announcements regarding school closures or late starts. ***The easiest way to find out about possible closures or delayed starts is to call the District 24-hour recorded School News Hotline at (425) 456-4111, or you can access the Public School Emergency Communication Systems' website at <http://www.schoolreport.org>***

Student Behavior Expectations and Discipline Policy

Phantom Lake Guidelines for Success

As Phantom Lake Eagles we soar to achievement by following our 4 stars! Phantom Lake Eagles achieve by being:

1. Be Safe
2. Be Kind
3. Be Responsible
4. Be Respectful



School discipline has two main goals:

- 1) To ensure the physical and emotional safety of students and staff
- 2) To create and maintain an environment conducive to learning

At Phantom Lake Elementary School, we use a *proactive and equitable* approach to discipline:

- We teach children about our behavior expectations, and we review these expectations regularly.
- We explain to children what behavior is okay and what behavior is not tolerated.
- We teach children how to identify and prevent bullying behavior.
- We teach children how to solve problems and how to use conflict resolution strategies.
- We positively reinforce our expectations.

Common Expectations and Virtues help provide a common language for our school community. The steps of conflict resolution (listed below) also provide children with a common language for how to solve problems:

- Identify the problem.
- Think about different solutions.
- Agree on a solution.
- Follow through on the agreement.

Specific Commitment to Equitable Discipline Practices

Phantom Lake Elementary is committed to

- high expectations;

- varied and challenging experiences relevant to each student;
- positive and proactive discipline practices; and
- educational equity for all students

We are committed to identifying strengths and addressing improvements in the operations of our school through the efforts of our Equity team and continuous use of data as an effort to honor each component of our school's mission: *"The mission of our Phantom Lake community is to provide an exceptional education for the whole child in a nurturing and joyful environment in order to prepare our students to be creators of their future world. YES WE CAN!"*

1. Family partnerships in policy development

One of our primary goals at Phantom Lake Elementary is to ensure that parents and community members have opportunities to assist and support the educational process through participation in decision making, school governance, and volunteer activities. It is our desire to include parents and community members as an integral part of our students' learning process. With that goal, Phantom Lake Elementary has jointly developed with parents, teachers, and members of our community an Action Team for Partnerships (ATP) which works together to ensure our school maintains a connection to the community and a welcoming and positive learning environment that promotes student success. ATP Mission Statement: *We believe in engaging every family in meaningful opportunities to create a learning community where students will thrive.*

2. Focus on implementing positive, proactive behavior support practices

Phantom Lake Elementary will maintain a positive environment by providing ongoing instruction using RULER and the Second Steps curriculum to teach and improve the emotional intelligence of our students, and provide reinforcement of appropriate social and behavior interactions within the school community. As a school, behavior expectations will be systematically taught in classrooms and in the common areas (e.g., cafeteria, gym, hallways) during the first two weeks of school, and again in January when students return from winter break. Throughout the school year, students will receive positive reinforcement for displaying expected behaviors and by re-teaching appropriate behaviors when those expectations are not met.

3. Clear, objective discipline procedures

The teachers and administrators at Phantom Lake Elementary have procedures for identifying and responding to behavior incidents in our building and review them formally on a regular basis. Our orientation materials as well as our school and district websites include definitions for the most common problem behaviors we see in schools, as well as examples of how these behaviors can range from minor, staff-managed behaviors to major, office managed behaviors. Here is one example (from our data management system):

Disruption (Minor; classroom managed): "Student engages in low-intensity, but inappropriate disruption, such as chatting with a peer in class with a whisper tone."

Disruption (Major; office managed): "Student engages in behavior causing an interruption in a class activity. Disruption includes sustained loud talk, yelling, or screaming; noise with materials; horseplay or roughhousing; and/or sustained out of seat behavior."

In this handbook and on the school website you will also find our discipline continuum, which shows some of the different strategies we use to help students get back on track before removing a student

from class. In addition to our annual training provided to staff on the discipline continuum and the specific instructions associated with strategies and interventions listed on the continuum, we will offer ongoing training and development at times during the school year.

4. Removal or reduction of exclusionary practices

For serious behavior incidents that do not require mandatory expulsion, Phantom Lake Elementary's Multi-Tiered Systems of Support Team (MTSS) will determine appropriate interventions in lieu of out-of-school suspension. Students who are involved in behavior incidents in this category are required to participate in activities designed to support development of prosocial skills. See our Graduated Discipline Policy for alternative responses.

5. Graduated discipline systems with instructional alternatives to exclusion

Our Positive Behavior Intervention & Supports (PBIS) system and proactive teaching approach minimizes the overall number of behavior incidents and reduce the need for further intervention.

For less serious behavior incidents (see list of minor problem behaviors), staff will use strategies to prompt prosocial behavior and increase student engagement, such as:

- Positive recognition of prosocial behaviors for near-by students
- Brief redirection
- Pre-correction (reminder about expected behavior)
- Goal setting, problem solving and performance feedback
- Restatement of expectations and invitation to self-correct
- Reteach classroom expectations and agreements
- Teacher proximity or visual prompt
- Provide additional support for task
- Provide a break to provide space to refocus
- Assess possible miscommunication between staff and student
- Identify potential cultural mismatches between expected and exhibited behavior
- Utilization of restorative practices (i.e., relationship repair)

If at least two of these strategies are ineffective for improving student behavior, the immediate staff determines the response. Responses may include one or more of the following:

- Mini-conference with the student
- Additional teaching and practice in the skill
- Reassigned seat
- Reflection sheet
- Brief time-out
- Loss of privileges
- Contact home

For more serious behavior incidents (see list of office managed behaviors), the student may receive an Office Discipline Referral, and a school administrator determines the response. Responses may include one or more of the following:

- Conference with student and administrator; problem analysis
- Contact home
- Skill practice during student's free time (e.g., recess) or during their specialist time. This time will be utilized to review problem solving strategies [e.g., Thunder's Choices] and self-management skills [e.g., taking a "Hot Minute"]

- Time in office to reflect, regulate, and refocus
- School Community service (job that benefits the classroom and/or school building)
- Loss of privileges
- Restorative practices
- Restitution
- In-School suspension*
- Emergency Expulsion*

*Phantom Lake Elementary school reserves in-school suspensions and expulsions for serious behavior incidents, typically those that threaten the safety and well-being of the student, other students, or school staff. These options may also be used to address repeated major disciplinary infractions.

6. Procedures with accountability for equitable student outcomes

In alignment with our school's mission and district equity policy, staff will be provided with: (1) training opportunities for staff related to culturally responsive behavior support practices, (2) continuously work to increase the percentage of students who have positive perceptions of our school climate to 80% across all racial/ethnic groups as measured by annual Spring Panorama survey, (3) increase family and community involvement in targeted school activities (e.g., Family 3rd Thursday & Parent nights), (4) provide students with access to enriching activities, such as field trips, assemblies, and guest speakers; and (5) monitor disaggregated rates of Office Discipline Referrals (ODR) at least quarterly to monitor for disproportionality in ODRs by race.

OPERATIONAL DEFINITIONS OF BEHAVIORS

CLASSROOM MANAGED

Minor Disruption: Student engages in low-intensity, but inappropriate disruption, such as talking in a way that interrupts classroom instruction.

Not prepared for class: Student arrives to school without their materials, books, or homework completed.

Minor disrespect: Student engages in an act or makes a comment that could be considered offensive to staff or peers.

Work refusal: Student sits passively and does not get started on work after being prompted to do so.

Not complying with teacher directions: Student willfully ignores teacher directions (Minor: student's refusal to comply with teacher's directions does NOT disrupt the class activity and does NOT distract the learning of others).

Disrespecting property: Student uses classroom materials in an inappropriate way; some minor damage occurs more from carelessness than willful destruction of property.

Toys (Items from home that cause distraction): Student brings toy or other item from home that causes a distraction in the classroom.

Negative attitude: Student verbally or nonverbally conveys an unwillingness to participate in classroom activities (Minor: student is NOT seeking to influence classmates by speaking negatively about staff or peers).

Profanity: Student uses words or gestures that are commonly understood to be offensive and inappropriate for school.

Discriminatory language/actions: Student uses language or takes an action that demeans another individual based on their color, culture, religion, sexual orientation, or gender identity.

Cheating: Student is caught peeking at neighbor's paper, or asking a neighbor for an answer.

Minor student conflicts: Verbal disagreements about access to items or activities; conflicts stemming from student feelings being hurt, or arguments arising from being in close proximity to each other (e.g., sitting too close to each other on the carpet).

OFFICE MANAGED

Fighting: Students engage in a physical exchange of punches, kicks, slaps, or spitting.

Repeated profanity: Student *repeatedly* uses words or gestures that are commonly understood to be offensive and inappropriate for the school setting.

Repeated discriminatory language/actions: Student *repeatedly* uses language or takes an action that demeans another individual based on their color, culture, religion, sexual orientation, and/or gender identity

Leaving campus: A student leaves campus during regular school hours without written or verbal permission from a parent or school official.

Weapons: Student is in possession of an item and has either used it as a weapon, or has threatened to use the item as a weapon.

Drug/Alcohol possession: Student is in possession of a drug or alcohol on school grounds.

Major Threats: Student has used threatening language (e.g., kill, hurt, blow-up, stab, hit, etc.) and directed it at staff, other students, or the school building.

Harassment/Bullying: One student has a distinct advantage over another student (i.e., size, popularity, intelligence, age, member of the dominant race) and is using that advantage to belittle, intimidate, tease, alienate, or otherwise inflict harm on another student and continues to do so despite efforts to make it stop.

Theft: Student is caught stealing items from his or her teacher, the classroom, or other students.

Vandalism: Student willfully damages school property, or writes graffiti on the walls of the school building.

Major Disruption: Student engages in a behavior (e.g., yelling, running, crying, etc.) that distracts others to the point that instruction cannot continue.

Major disrespect: Student directs threats or insulting language a peer or staff.

Physically aggressive contact with a peer or staff member: Student pushes, hits, scratches, spits on, or otherwise intentionally directs physical aggression at another student or adult.

Persistent defiance/disrespect/non-compliance: In the event a student's minor defiance, disrespect, or non-compliance continues beyond one day, the front office (Assistant Principal and Counselor) will be informed. If this sort of behavior is sporadic for the student, the circumstances around the behavior (i.e., time of day, classroom activity/subject, other students involved, home life, etc.) in order to understand potential contributing factors.

Discipline

Schoolwide Consequence Continuum

In addition to BSD Policy/Procedures [3240](#) (Student Conduct), [3241](#) and [3241P](#) (Classroom Management, Corrective Actives or Punishment) and [3241P](#) (Exhibit A: Elementary Discipline Consequences Matrix), PLE has developed a continuum specific to our building. The progressive Schoolwide Consequence Continuum is divided into four levels. Levels 1 & 2 provide potential consequences specific to minor behavior problems managed in the classroom. Levels 3 & 4 provide potential consequences for major behavior problems that will be managed by administration, the teacher, and whenever possible, the parent/guardian. The level of discipline imposed will take into

consideration the student’s age, the severity and impact of the behavior on the learning environment, and the response to the interventions put in place to correct the behavior.

Phantom Lake Elementary Schoolwide Consequence Continuum	
Level 1	<p>Classroom level interventions/consequences for minor disciplinary infractions</p> <p><i>Teachers use the following interventions/consequences to help the students change behavior in the classroom. If these interventions (or other evidence-based strategies) are successful, referral to the school administrator may not be necessary.</i></p> <p>Possible interventions/consequences may include but are not limited to:</p> <ul style="list-style-type: none"> • Identify potential cultural mismatches between expected and exhibited behavior • One-on-one verbal warning • Letter of apology • Loss of classroom privileges • Use of problem-solving worksheet (Blueprint) • Seat change • Mini teacher/student conference • Confiscation of item • In-class time out • Written reflection about incident (Think Sheet) • Pair with a peer mentor • Positive recognition of prosocial behaviors for near-by students • Brief redirection • Pre-correction or pre-teach expected behavior • Goal setting, problem solving and performance feedback • Restatement of expectations and invitation to self-correct • Reteach classroom expectations and agreements • Teacher proximity or visual prompt • Provide additional support for task • Provide a break • Modification of learning task • Assess possible miscommunication between staff and student
Level 2	<p>Classroom level Interventions/Consequences</p> <p>Level 2 appropriate when Level 1 intervention/consequences has been ineffective at changing behavior.</p> <p><i>Teachers use the following interventions to help the students change behavior in the classroom. Referral to the school administrator may be necessary. Level 1 strategies may be used in conjunction with Level 2 strategies.</i></p>

	<p>KEY: Parent/ guardian involvement</p> <ul style="list-style-type: none"> • Phone call/email to parent or guardian - conduct a review of environmental factors that may be contributing to the behavior • Referral to school counselor to discuss potential interventions • Notification/consultation of case manager for students with IEPs • Conference with parent/ guardian • Teacher and/or administrator conference with student and/or parent • Student makes up missed work during recess time • Behavior contract between teacher and student
Level 3	<p>Teacher and/or office managed interventions/consequences</p> <p>Level 3 appropriate when Level 2 interventions/consequences have been ineffective AND the interfering behavior meets the criteria to be Office Managed (refer to Operational Definitions of Office Managed behavior).</p> <p><i>Building administrator will use one or more of the following consequences after reviewing the problem with the student and teacher. Teacher completes Office Discipline Referral in Synergy.</i></p>
	<p>KEYS: (1) Office Discipline Referral required (2) Teacher notification of parent/guardian required (3) Office notification of parent/guardian required to communicate summary of discussion with student and any consequences imposed.</p> <ul style="list-style-type: none"> • Conference with parent/guardian - conduct a thorough review of environmental factors that may be contributing to the behavior • Referral to MTSS for problem analysis, intervention development, and data tracking procedures • Notification/consultation of case manager for students with IEPs • Loss of building privileges • Behavior contract • Referral to counselor • Consultation with School Psychologist for assistance with Functional Behavioral Assessment • In-school suspension for a short period in circumstances where student's behavior has threatened the safety of self or others, or has caused a significant disruption to the learning environment.
	<p>Office managed interventions/consequences</p> <p>Level 4 appropriate when Level 3 interventions/consequences have been ineffective.</p> <p><i>Administrator will impose consequence(s) and will work to coordinate with the building (school counselor, school psychologist, case manager) and district (behavior specialist) resources to continue to plan adjust interventions accordingly.</i></p>
	<p>KEYS: (1) Office Discipline Referral required (2) Teacher notification of parent/guardian required (3) Office notification of parent/guardian required</p>

Level 4	<p>to communicate summary of discussion with student and any consequences imposed.</p> <ul style="list-style-type: none"> • Conference with parent/guardian • MTSS meeting to review and evaluate current interventions • Consultation with School Psychologist AND consider consultation with district Behavior Specialist • In-school suspension for a short period in circumstances where student’s behavior has threatened the safety of self or others, or has caused a significant disruption to the learning environment • Emergency expulsion in the event school administration has reason to be concerned that the student’s presence at school puts the student’s safety or the safety of other’s risk
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Should you have additional questions and/or require further clarification of a school incident, feel free to contact the Principal or Assistant Principal.

Harassment, Intimidation, and Bullying (HIB)

Harassment, intimidation, and bullying are **not tolerated** at Phantom Lake Elementary School (or on school buses, etc.). According to Bellevue School District School Board Policy [3207](#), “Prohibition of harassment, intimidation, or bullying” means any intentional written, verbal, or physical act including, but not limited to, one shown to be motivated by any characteristic in RCW 9A.35.080(3) (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics, when the intentional written, verbal, or physical act:

- Physically harms any person or damages the person’s property; or
- Has the effect of substantially interfering with a person’s ability to participate in the educational process of the district; or
- Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- Has the effect of substantially disrupting the orderly operation of the school.

Students and adults in the Phantom Lake Elementary School community are encouraged to report any incident of harassment, intimidation, or bullying to a teacher, the counselor/psychologist, Assistant Principal or the Principal. All reports will be promptly and thoroughly investigated. *(Please see the Bellevue School District Sexual Harassment Policy 1600 and the Harassment, Intimidation and Bullying Policy 1601).*

See the “Policies, Procedures, and Official Notices” at the end of this document for BSD policies and procedures specific to behavior, HIB, and complaints.

Dress Code

Dress for school should be appropriate and in good taste for the school day. Be sure to consider the weather, as recesses are held outdoors. Please see BSD District Policy <http://www.bsd405.org/LinkClick.aspx?fileticket=k-1Gf8qmw2w%3d&tabid=1302&portalid=0&mid=140263224>.

Items that are *not* appropriate include: short shorts, miniskirts, halters (bare back tops), spaghetti strap tops, half-shirts (bare skin showing between the shirt and pant/skirt), or any jeans, sweats, tops, etc. where the child's underwear also shows. Shirts with inappropriate messages or images for school are not allowed.

Dresses, skirts, and shorts should be at least as long as where a child's fingers reach when arms are held down to the side. Dress, nails, hair color, etc. should not be distracting to others in the educational setting. If a child is deemed to be dressed inappropriately, parents will be contacted and asked to bring more appropriate clothing to school for the child or alternative clothing will be provided to the child (sweat shirt, pants, etc.) to wear for the duration of the day.

Appropriate shoes are important at school. Footwear should be chosen with safety in mind. Each day, students go outside to play at recess and thus we recommend wearing shoes that are sturdy and appropriate for running outdoors and climbing on playground equipment. We recommend a non-skid, non-marking soled shoe with closed toe for PE days, preferably tennis shoes that are supportive for physical activity.

Items from Home

Students come to school to learn. Toys, trading cards, electronic games, stuffed animals, money, cell phones, and other personal items of value should remain at home so they are not misplaced, lost, or broken. If a child wishes to bring a special item to share with the class, he or she must first get permission from the teacher.

Please help us by leaving your pets at home when you come to school to volunteer. If you have your dog with you when you pick your students up from school, please make sure your pet is on a leash and under control. This is for the health and safety of all students. Sometimes we are asked about bringing pets to school to share with classmates. State law does not allow certain animals to be in schools (some birds, turtles, and others). Therefore, we ask that no animals are brought into the classroom unless you have made prior arrangements with your child's classroom teacher.



General Information

Classroom/Birthday Treats

Teachers may have specific requests regarding birthday treats and celebrations. However, in general, classroom treats may be provided for birthday celebrations or class parties, but please keep the following in mind:

- If a birthday is celebrated at school, plan on a short duration (5 minutes).
- Birthday treats should be healthy. No homemade food is allowed. All store-bought items must have ingredient labels attached. (*See appendix for the Bellevue School District Nutrition Policy*)
- There is no refrigeration available for birthday treats at school.
- Please be aware of children with food allergies, especially peanut allergies.
- **Birthday invitations must be emailed/mailed and cannot be handed out at school. This ensures that there are no hurt feelings among those students who may not be invited to a party.**

** An idea for celebrating a child's birthday or special accomplishment is to donate a favorite book to the school library or classroom in the child's name. Ask the teacher or librarian for title suggestions.

For more information regarding district policy around preventing student exposure to potentially harmful food allergens, see policy number 3420P. <https://www.bsd405.org/wp-content/pdf/policy/3420P.pdf>

Cell Phones

We discourage students from bringing cell phones to school. However, we understand that many families rely on them for communicating with each other after school. Therefore, if **cell phones** are brought to school, they **must remain OFF and in backpacks during the school day**. If a child needs to call a parent during the school day, he/she can use a phone in the office or classroom.

Students who are seen using cell phones during the school day will have their phone taken away. They may collect their phone at the end of the day in the office. For any subsequent infractions, parents/guardians must collect the phone from the office.

Please remember that cell phones brought to school are brought at the owner's own risk and families need to understand that the phones are easily stolen. If a loss occurs at school, it is not the responsibility of the school.

Emergency Contact Numbers

Call or send a note to the office promptly with changes in home address, home and work phone, or names and phone numbers of emergency contact persons. This information is vital in the event of an accident, illness, early school closure or other emergency while the child is at school. Information can be updated online. To access the Online Student Data Verification system, visit the Verification tab in ParentVUE or the Enrollment and Verification page on the District website: www.bsd405.org.

Phantom Lake PTA

Phantom Lake PTA is a major program facilitator and economic resource for Phantom Lake Elementary students and staff. Some educational programs, most financial classroom support, all social activities and before or after-school programs would not exist without the support of Phantom Lake PTA. Membership in Phantom Lake PTA shows your support for Phantom Lake Elementary and our students. You can join Phantom Lake's PTA in the front office of the school or check out Phantom Lake's PTSA website for PTSA events, membership and additional information at <http://phantomlakepta.org/Home>

Student Placement

One of the most important responsibilities of the staff each year is to assign students to classes for the next school year. The goal of student placement is that each student be placed in a positive learning environment in a balanced classroom. Many factors are considered when placing students. Academic strengths and needs, social and emotional characteristics, as well as parental input are thoughtfully considered. Should a parent feel that a child's placement is inappropriate, a request in writing should be made to the Principal. Unless considered a safety concern, no change of placement will happen during the first two weeks of school and a change of placement during the school year is rare.

Student Progress Reports

The chief purpose of reporting student progress to parents is to provide the information necessary for a solid working relationship between school and the home in guidance of the student. Parents will be

kept informed about the growth and progress of their children in all aspects of school curriculum, including observed student behaviors in the intellectual, emotional, physical and social development areas. Written progress reports will be sent out twice during the school year: at the end of January, beginning of February, and on or close to the last day of school.

Field Trips

Teachers plan field trips throughout the school year to enrich and enhance the classroom curriculum. Volunteers are needed for each field trip, and teachers will alert their classroom families when field trips are in the planning stages. If you elect to drive and/or chaperone on a field trip, please remember the following:

- Phantom Lake students, staff, and chaperones represent our school when on field trips. It is very important we demonstrate to others in our surrounding communities the value we place on appropriate behavior while on field trips. All members of the Phantom Lake community are expected to follow Thunder's ★Four Stars★ during field trips.
- Teachers will provide chaperones with any additional expectations for student behavior during the field trip. Classroom teachers will support you for reinforcing safe, respectful, responsible, and kind behavior within your small group of students.
- Children may not be seated in a front-seat passenger seat with an airbag. All vehicle passengers must wear a seatbelt.
- Use of cellular phones while driving is illegal. Phone use on trips should be limited to emergency use only.

To chaperone on a field trip with your child's class, you must have filled out a volunteer application and been approved (cleared) prior to the day of the field trip. To start the volunteer process, visit the District website at www.bsd405.org/get-involved/volunteer/. Approvals are good for three consecutive years.

Thank you in advance for supporting the many field trips your children will experience during their years at Phantom Lake. We appreciate your understanding and cooperation in helping to reinforce safe, respectful, responsible, and kind behavior away from school.

Human Services/Family Connections Coordinator

Phantom Lake has a Family Connections Coordinator who assists family in connecting to the school and getting needed services. This team supports families who need assistance in meeting their basic needs. Resources may be provided by the Phantom Lake Family Connections Coordinator, Judy Hunsberger, to any parent who requests help. hunsbergerju@bsd405.org

Health Information

Students who become ill at school are sent to the health clinic for observation. Your child will need to be picked up immediately if an elevated temperature is present, or if your child vomits at school. If the school is unable to contact parents, the person designated by parents as an emergency contact will be called to arrange care until a parent is available. It is recommended that if a child has vomited in the last 12 hours, or had a fever, he/she stay home until he/she has not vomited or had a fever for 24 hours.

Injuries are handled in a similar manner. The school will administer basic first aid, but if there is any question as to the seriousness of the injury, parents will be notified immediately.

Keep in mind Public Health rules designed to safeguard children:

1. Stay at home with a severe cold for several days.
2. Do not come to school with a fever.
3. Do not come to school if unable to participate in both indoor and outdoor activities, including PE and recess.

Administering Medication at School

School personnel are not allowed to administer medication without written authorization from a physician. If medications are to be given at school, the school nurse must be notified and an Authorization to Administer Medication form must be filled out and on file in the school office. All medications must come to the school office in the original container, labeled by the pharmacy or physician with the medication name, amount to be taken, frequency of administration and name of physician. The form may be downloaded from <https://bsd405.org/wp-content/pdf/policy/3416P%20Exh.%20A.pdf>.

The State of Washington Code requires that schools maintain up-to-date immunization records for measles, mumps, rubella (MMR), diphtheria, and polio for all students unless there are medical or religious objections. Additionally, all students are required to complete a series of three Hepatitis B inoculations and kindergarten-4th grade students need a second MMR. Should the school be missing any of these immunization records, your child may be asked to stay home until the information has been received in the office.

Homework

Homework helps to develop a sense of responsibility in the students and prepares the students to be accountable in their future world. Homework will have a purpose and connection to the classroom program. Complete and detailed information regarding grade-level homework expectations will be delivered by your child's classroom teacher.

Library

The library is open to students during the school day. Full day students in grades K-4 visit the library each week to meet with the librarian, listen to stories, engage in research projects, and check out books. Students in fifth grade visit the library as needed for book borrowing and research. Checking out library books for home use is encouraged. Please help students become responsible for returning library books on time. Be mindful of the books your child brings home so that they may be returned when due for use by others. Parent volunteers are needed to help shelve and repair library books. Contact our librarian, Nannette Demmler, to offer your assistance. She can be contacted by email at demmlern@bsd405.org or via phone at 456-5600.

Lost and Found

All articles found on the playground and school premises are turned in to the Lost & Found. Each year, numerous jackets, sweatshirts, lunch boxes, and other items are never claimed. Multiple times a year items from the Lost & Found will be donated to charity, so please claim missing items promptly. Please label all lunch boxes, coats, etc., with the student's name. This always assists those who find the items to return them to the appropriate person.



Lunch Program

(Please see the appendix for the full text of the Bellevue School District Nutrition Policy 8400).

Phantom Lake provides hot lunch selections every day. The cost of school lunches and milk are:

Student Lunch (including milk)	\$3.25
Milk	\$0.50
Reduced Price Lunch (including milk)	\$0.40

We use a computerized lunch accounting system. Each student is issued a Personal Identification Number (PIN) which is used to purchase lunch or milk. Students who purchase lunch key in their PIN and their account is debited accordingly. Students who purchase milk write their PIN and name on a sheet of paper and their account is debited accordingly. We encourage you to send a check for several lunches at a time, if possible, made payable to the Bellevue School District.

When sending a check for lunch payment, make sure you include your child's first and last name on the check. If you have more than one child, you may use one check, but please indicate the amount of money to deposit into each child's account. If you pay with cash, place it in an envelope, clearly labeled with your child's name and teacher. A secure payment box is in the front office. All lunch money must be delivered to the office in the morning before your child will be permitted to purchase lunch that day. You may now also make prepayments to your student's account using a credit card. Call 456-4507 or visit <https://paypams.com/HomePage.aspx> to use this option.

Lunch menus are sent home each month and your child will have a choice of the items listed. Menus are also available on the district website. Free and reduced price lunches are available to children whose family incomes fall within eligibility guidelines. You may request an eligibility form from the school office at any time, and you must reapply each year. This information is kept confidential.

Snack

Many students choose to bring a snack from home to eat during the designated snack time in their classroom. These snacks should be healthful choices such as crackers, cheese, granola bars, or fruit. *Candy, gum, and soda should not be brought to school for snack or lunch.* Some teachers appreciate donations of boxes of graham crackers, saltines, fish crackers, pretzels, or other non-perishable snacks that can be kept in the classroom and shared with students who may have forgotten their snack. Check with your child's teacher to see if he/she would appreciate a donation and to ensure the donation would not interfere with a child's food allergy.

Parent Volunteers

Phantom Lake has a positive reputation for the number of volunteers that assist staff and students each day, week and month! Phantom Lake continues to need volunteers to help provide quality educational and enrichment activities for its students. If you have one hour per month, one hour per week, or several each week, whether at home or at school, contact your child's teacher or one of the PTA

officers. Every contribution, big or small, makes a difference in our children's education and is vital to the success of our school.

Some of the areas of need are classroom assistant (helping the teacher in a variety of ways with students and/or office type work), library assistant (shelving and repairing books, helping students at check-out times), work with students, field trips, fund-raisers, school programs and assemblies, leading art appreciation lessons, sharing special talents or skills with classes, or helping in the office with copying, collating, and clerical tasks.

If you have time to give, we will make every effort to find you a task that you will find interesting and rewarding. Parents new to volunteering, visit the District website at www.bsd405.org/get-involved/volunteer/. Approvals are good for three consecutive years.

Visitor Badges

We are fortunate at Phantom Lake to have the strong commitment by parents and other volunteers who assist in the school. In keeping with state laws, Bellevue School District policy, and as a safety measure, we require that all visitors and volunteers sign in at the office when arriving at the school. If you come to volunteer, bring something to your child or meet with a teacher during the school day, stop by the office and sign in before going to a classroom. We will ask you to wear a badge identifying you as a visitor or volunteer. If you are not wearing a badge, a staff member will direct you to the office to get one. We truly appreciate your support of Phantom Lake and want you to feel welcome here. Thank you for realizing that the safety of all students is a high priority.



Photographs And/or Videotapes

Except as expressly set forth below, photographing and videotaping of students at school are not allowed without permission from the parent/guardian.

Occasionally, your student might be included on videotapes and/or in photographs used for appropriate district-authorized purposes possibly outside the district. Examples of such uses are:

- show the Bellevue community what we do in our school
- use for broadcast media and newspaper articles
- Bellevue Schools Foundation programs
- make presentations to other audiences at workshops
- other appropriate district-authorized purposes

Permission forms have been sent home and are available in the office for you to sign only if you do not want your child included in these videotapes or photographs.

Emergency Information

Please keep your emergency contact information current and up to date. We print out a copy and keep it on file in the office and in our emergency supply storage room. The form will be used when your child is sick or if there is an emergency at school. In either of these cases, we will first call the parents/guardians listed at their home/work numbers. If we are unable to reach them directly, we will leave a message whenever possible and proceed down the emergency contact list in the order given. We often face the dilemma of not being able to contact anyone because the phone numbers have changed or are no longer in use, or we simply don't have any other numbers to call. We would appreciate your listing as many alternative emergency contacts as possible. To access the Online Student Data Verification system, visit the Verification tab in ParentVUE or the Enrollment and Verification page on the District website: www.bsd405.org.

Emergency Plan

In the event of an emergency, we have an emergency/disaster plan. Students and staff are instructed on emergency procedures. We practice monthly safety drills such as fire, earthquake, and lockdown drills. We have an emergency supply storage room on campus that contains supplies to provide food, water, and shelter for the students and staff. We also have a number of staff trained in First Aid and CPR. In the event of an emergency, our power may be lost and we may not be able to contact you. For that reason, it is even more essential for you to have updated contact information at all times.

BSD Policies, Procedures, and Official Notices

Please refer to the Bellevue School District Website at <http://www.bsd405.org/about-us/policies-procedures.aspx> for details regarding board policy and notices to help support students at school.

BELLEVUE SCHOOL DISTRICT POLICIES AND PROCEDURES

What follows are excerpts and/or a summary from the policies and procedures of critical Bellevue School District (BSD) policies where publication/notification is either required or encouraged. Complete policies and procedures can be found in the BSD digital policy and procedure manual found on the District website: <http://www.bsd405.org/about-us/policies-procedures.aspx>

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

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

When applying corrective action, principals use sound professional judgment to determine appropriate corrective action that is consistent with the District mission and goals, in the best interest of students and anchored in sound

theory and practice. Principals will ensure that corrective action is consistent, fair, balanced, progressive in nature, and considers the developmental level of the student. The application of corrective action is at the discretion of principals.

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

Appeal Process for:

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

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

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

- (1) A hearing before the District Hearing Officer: To initiate this hearing, the student and/or his/her parent/guardian must submit a written request for a hearing to the appropriate Executive Director or Supervisor of Pupil Management on or before the expiration of the third school business day after receipt of the notice of opportunity for a hearing.
- (2) An appeal before the district Disciplinary Appeal Council: Subsequent to a hearing before the District Hearing Officer, the student and/or parent/guardian have the right, within three school business days after receipt of the District Hearing Officer's decision, to present a written appeal of the decision to the appropriate Executive Director. If a written appeal is not received within the required three school business days, the long-term suspension or non-emergency expulsion may be imposed as of the calendar day following expiration of the three school business days.

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

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

- (1) A hearing before the District Hearing Officer: To initiate this hearing, the student and/or parent/guardian must submit a written request for a hearing to the appropriate Executive Director or Supervisor of Pupil Management within three school business days after the receipt of the notice of opportunity for a hearing. If a request for a hearing is not received within the required three school business days, the right to a hearing may

be deemed to have been waived and the emergency expulsion may be continued as deemed necessary by the school district without any further opportunity for the student or parent/guardian to contest the matter. If a request for a hearing is received within the required three school days, the school district will immediately schedule and give notice of a hearing to commence as soon as reasonably possible and in no case later than the third school business day after receipt of the request for hearing.

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

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

If a written appeal is received within the required three business days, the emergency expulsion may be imposed during the appeal period subject to the conditions and limitations described in WAC 392-400-310(4). If a written appeal is received within the required three school business days, the district Disciplinary Appeal Council will schedule and hold an informal conference to review the matter within ten school days after the date of receipt of the appeal. The purpose of the informal conference will be to meet and confer with the parties in order to decide upon the most appropriate means of disposing of the appeal. At that time, the student or parent/guardian or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the district Disciplinary Appeal Council deems reasonable.

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

POLICY 3207 AND PROCEDURE 3207P (PROHIBITION OF HARASSMENT, INTIMIDATION AND BULLYING)

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

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

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

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

Definitions

Harassment, intimidation or bullying is any intentionally written message or image, including those that are electronically transmitted, verbal, or physical act, including but not limited to one shown to be motivated by race, color, religion, ancestry, national origin, culture, gender, socio-economic status, sexual orientation including gender expression or identity, mental or physical disability, or other distinguishing characteristics, when an act:

- a. Physically harms a student or damages the student's property;
- b. Has the effect of substantially interfering with a student's education;
- c. Is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- d. Has the effect of substantially disrupting the orderly operation of the school.

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

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

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

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

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

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

Staff Intervention

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

seriously and handled accordingly and documented via the district's Investigative Reporting Form, submitted to the district's Harassment, Intimidation and Bullying compliance officer.

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

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

Filing an Incident Reporting Form

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

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

Investigations of Harassment, Intimidation and Bullying Allegations

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

1. Upon receipt of the Incident Reporting Form that alleges harassment, intimidation or bullying, the school or district designee will begin the investigation. Allegations against building staff will be investigated by a central office administrator and/or designee. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.

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

3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying. During that time, the school

and/or district designee will review the investigative processes and related timelines, outlined in this procedure.

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

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

Corrective Measures for the Aggressor

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to the families or guardians regarding the outcome of the investigation. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement. If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider school-wide training or other activities to address the incident.

Support for the Targeted Student

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

Immunity/Retaliation

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

Bellevue School District's Tip Reporting Service (for all harassment, intimidation, bullying; discrimination; and sexual harassment)



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

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

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

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

Definitions

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

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

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

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

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

This policy applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school District activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the District will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The District has

jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

Staff Responsibilities

- In the event of an alleged sexual assault, the school principal or designee will immediately inform the Title IX Compliance Coordinator so that the District can appropriately respond to the incident consistent with its own grievance procedures; and law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

Confidentiality

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

Retaliation

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

Informal Complaint Process

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

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

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;

- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;
- A public statement from an administrator in a building reviewing the District sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training

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

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

Formal Complaint Process

Level One – Complaint to District

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

Filing of a Formal Complaint

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

Investigation and Response

- The Title IX Coordinator will receive and designate an investigator for all formal, written complaints of sexual harassment or information in the coordinator’s possession that they believe requires further investigation. **Upon receipt of a complaint, the Coordinator or designee will provide the complainant a copy of this procedure.**
- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. Complainants and witnesses may have a trusted adult with them during any District-initiated investigatory activities. The school District and complainant may also agree to resolve the complaint in lieu of an investigation.

Superintendent Response

- The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the

complainant or if exceptional circumstances related to the complaint require an extension of the time limit.

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

Other Complaint Options

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

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

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

Washington State Human Rights Commission (WSHRC)

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

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

Mediation

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

POLICY 3210 AND PROCEDURE 3210P (NONDISCRIMINATION)

Bellevue School District does not discriminate in any programs or activities on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups. Alexa Allman, Director of Human Resources is the employee designated to handle questions and complaints of alleged discrimination: 12111 NE 1st St. Bellevue, WA 98005, 425-456-4040, allmana@bsd405.org

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

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

FILING A DISCRIMINATION, DISCRIMINATORY HARASSMENT OR SEXUAL HARASSMENT COMPLAINT

If you believe that you or your child have experienced unlawful discrimination, discriminatory harassment, or sexual harassment at school, you have the right to file a complaint under Washington State law and BSD Policies 3207, 3205 and 3210 and Procedures 3207P, 3205P and 3210P.

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

Complaint to the School District

Step 1. Write Out Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

If you disagree with the school district's decision, there are appeal rights under each policy. The District's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

Complaint to OSPI

If you do not agree with the school district's appeal decision, state law provides the option to file a formal complaint with the Office of Superintendent of Public Instruction (OSPI). This is a separate complaint process that can take place if one of these two conditions have occurred: (1) you have completed the district's complaint and appeal process, or (2) the district has not followed the complaint and appeal process correctly.

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

Email: Equity@k12.wa.us

Fax: 360-664-2967

Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200

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

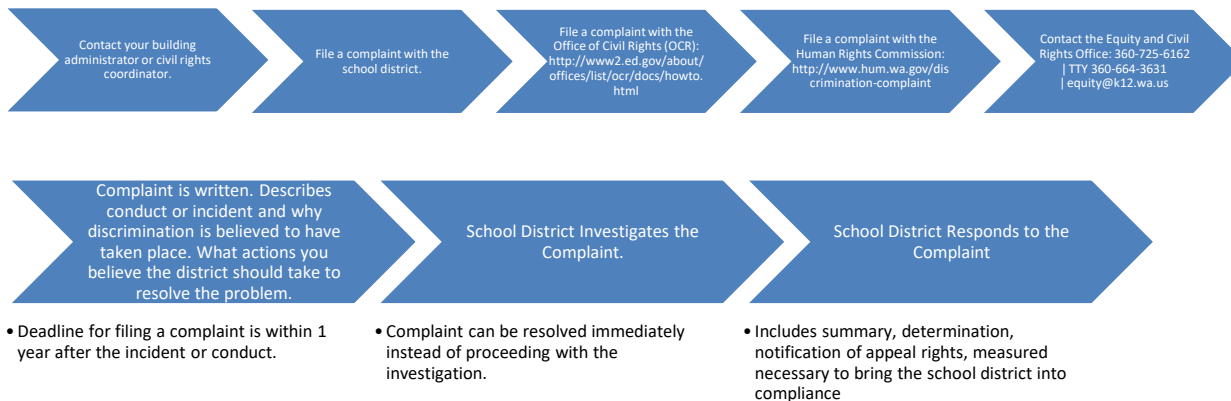
Other Discrimination Complaint Options

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

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

Washington State Human Rights Commission

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



POLICY 3122 AND PROCEDURE 3122P (EXCUSED AND UNEXCUSED ABSENCES)

Excused Absences

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

1. Participation in a district or school-approved activity or instructional program;
2. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry);
3. Family emergency, including but not limited to a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding, court-ordered activity or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;

7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
 8. Absence directly related to the student's homeless status or foster care/dependency status;
 9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion) if the student is not receiving educational services and is not enrolled in a qualifying "course of study" activities as defined in WAC 392-121- 107
 10. Absences due to student safety concerns, including absences related to threats, assaults or bullying
 11. Absences due to a student's migrant status; and
 12. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity.
- The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

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

Unexcused Absences

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

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

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

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

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

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

No later than the student's fifth unexcused absence in a month the district will enter into an agreement with the student and parents/guardians that establishes school attendance requirements. The district will refer the student

to a community truancy board or file a petition and affidavit with the juvenile court alleging a violation of RCW 28A.225.010.

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

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

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

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

Tardies

Students are expected to be in class on time. This means that students are expected to be in their classrooms, in their seats, and ready for class at the beginning of the class.

When a student's tardiness becomes frequent or disruptive, the student may be referred to the principal or counselor and may be subject to corrective action. Each school may determine what point in the class a tardy turns into an absence.

Early Release

Students are expected to remain in class until the end of the class. This means that students are expected to be in their classrooms, engaged in the learning, until the teacher has dismissed the students. Secondary students: When a student leaves class or school early without permission or it becomes frequent or disruptive, the student may be referred to the principal or counselor and may be subject to corrective action. Each school may determine the point in the class at which the early release turns into an absence.

Sanctions

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

POLICY 4220 AND PROCEDURE 4200P (COMPLAINTS CONCERNING STAFF OR PROGRAMS)

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

Complaints

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

When addressing informal complaints, the involved parties should:

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

Formal Complaint - Step 1

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

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

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

Formal Complaint - Step 2

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

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

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

PARTICIPATION IN ATHLETICS AND ACTIVITIES

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

*The Bellevue School District **does not discriminate in any programs or activities** on the basis of sex, race, creed, religion, color, national origin, age, veteran or military status, sexual orientation, gender expression or identity, disability, or the use of a trained dog guide or service animal and provides equal access to designated youth groups. The following employees have been designated to handle questions and complaints of alleged discrimination: Title IX Coordinator: Jeff Lowell, (425) 456-4010 or lowellj@bsd405.org; Section 504/ADA Coordinator: Heather Edlund, (425) 456-4156 or edlundh@bsd405.org; Civil Rights/Nondiscrimination Compliance Coordinator Alexa Allman, (425) 456-4040 or allmana@bsd405.org. Mailing address for all three: 12111 NE 1st Street, Bellevue, WA 98005.*

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

ATHLETICS/ACTIVITIES CODE (POLICY 2151 AND PROCEDURE 2151P: INTERSCHOLASTIC ACTIVITIES)

A. Preamble

The Bellevue School District (the District) is committed to ensuring an environment where all student participants (participants) have every opportunity to engage in programs aligned with the District's Vision, Values, and Purpose for athletics and activities. It is also important to remember participation in extra-curricular programs is not an entitlement. The district is committed to equitable access to extra-curricular activities for each and every participant and when necessary, an equitable application of corrective action(s) for participants at the discretion of building administrators (Principals or Assistant Principals) and/or Athletic/Activity Director. Corrective actions will be consistent with the District's mission and goals and in the best interest of students. The building administrators (Principals or Assistant Principals) and/or Athletic/Activity Director will ensure that corrective action is consistent, fair and balanced; progressive in nature; and considers the developmental level of the participant.

The Athletic/Activities Code of Conduct (the Code) takes effect when a participant enrolls in any of the District's high school athletic and/or activity programs and ends when the participant graduates from any one of the District's high schools. Violations under the Code throughout a participant's high school years will lead to progressive corrective action(s), in terms of severity up to removal from extra-curricular programs. Each school, program, and activity will notify all participants about the Code, its requirements and corrective actions on an annual basis.

B. Implementation of Corrective Action and Process

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

C. Alcohol, Drugs, and Other Mood-Altering Substances

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

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

D. Appeals of a Corrective Action

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

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

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

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

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

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

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

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

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