Community Handbook

2019 - 2020

Puesta del Sol Elementary School
3810 132nd Avenue SE
Bellevue, WA 98006

Jonathan Shearer, Principal
Angelie Duimovic, Assistant Principal
Julie Truong, Office Manager
425-456-6100
http://wwwbsd405org/PuestadelSol

Somos familia... ¡Viva el español!
Welcome to Puesta del Sol Elementary School!

¡Bienvenidos! Welcome to Puesta del Sol! We are one of 18 elementary schools in the Bellevue School District, but we are the only one that offers a dual language education in a full Spanish immersion model for all of our students. As such, we are the K-5 portion of the K-12 International Spanish Academy (ISA) program, accredited through the Spanish Department of Education as well as the International Cervantes Institute. Bellevue School District’s Tillicum Middle School and both Newport and Sammamish High Schools fill out the remainder of the program after students have completed 5th grade.

We currently serve about 540 students from Kindergarten through 5th grade. The Puesta del Sol staff is committed to working together within the greater school community to provide our students with the best possible education so that they can succeed in college, career, and life. We have high standards for ourselves, our students, and the community. 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 programs here at Puesta del Sol. Thank you for sharing your child(ren) with us!

Puesta del Sol Elementary School
3810 132nd Ave SE
Bellevue, WA 98006

Main Office 425 - 456-6100
Attendance Hotline 425 - 456-6152
Transportation Office 425 - 456-4512
Bellevue School District Public Information 425 - 456-4000
Bellevue School District www.bsd405.org

Bellevue School District News Line 425-456-4111
(Call this number for school closures/weather-related changes)

Puesta del Sol Elementary School Community Handbook 2019-2020

The policies and procedures in this handbook will be reviewed regularly by the Puesta del Sol 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, prior to school starting. As always, your comments and suggestions for improvement of future editions of the Puesta del Sol Community Handbook are welcome in the school office. Thank you!
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### POLICIES AND OFFICIAL NOTICES

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Queridos estudiantes y familias de Puesta del Sol:

¡Bienvenidos a Puesta del Sol! Welcome to our Spanish immersion program at Puesta del Sol Elementary School! We are so glad you are joining us for the 2018–19 school year! Puesta del Sol is a caring and safe community where our goal is for each and every student to thrive socially, emotionally and academically. What does this mean? It means our behavior and academic expectations partner together to create a positive and productive learning environment. Our guidelines for students’ success center on three school-wide principles:

- Somos respetuosos. We are respectful.
- Somos responsables. We are responsible.
- Tomamos buenas decisiones. We make good decisions.

These principles support each student and staff member as we work together in classrooms, on the playground, in the lunchroom, and throughout the school.

This will be an exciting year focused on academic success, Spanish language proficiency, resolving challenges in a positive manner, celebrating our diversity, and building a community of lifelong learners.

We look forward to partnering with you this year to make 2018–19, Puesta del Sol’s 32nd year of Spanish language immersion, our best year yet!

¡Bienvenidos a Puesta del Sol, hogar de los fénix!

Sincerely,

Jonathan Shearer, Principal
**SCHOOL MISSION AND COMMITMENT**

At Puesta del Sol Elementary...

We are committed to creating a Spanish language learning experience in which all students thrive academically and socially as members of a caring and safe community. We do this by partnering with families to foster a supportive, rigorous, and equitable learning community where students are empowered and challenged to grow into their authentic selves.

We welcome your feedback, ideas, and questions as we dive into this school year!

**BSD School Website**

Our school, as well as each school across the district, has a school website ([www.bsd405.org/PuestadelSol](http://www.bsd405.org/PuestadelSol)) where you will find information related specifically to Puesta del Sol as well as information related to the Bellevue School District’s services provided at the school and at the district level. Here you will find our bell schedule, principal newsletters (Noticias del director), important community events, updates, and other resources provided in order to assist you in remaining connected to your child’s daily life.

Our school website has a translator tool that allows you to read our communication to families in the language of your choice. Click on the banner on the bottom right hand corner of the website.

We have a dedicated PTA that supports our students and our school in countless ways. For information about upcoming events and initiatives, please visit the Puesta del Sol PTA website: [http://puestadelsolpta.org](http://puestadelsolpta.org).

Bellevue School District Website: [www.bsd405.org](http://www.bsd405.org)
Bellevue School District Calendar 2019-2020
(For Families)

2019

September 2 (Monday): Labor Day observance, all district offices closed
September 4 (Wednesday): First day of school for grades 1 through 12
September 9 (Monday): First day of kindergarten
October 11 (Friday): No school, professional development day
October 14, 15, 16 (Monday, Tuesday, Wednesday): Elementary school early release, conference days
November 6 (Wednesday): First Quarter
November 11 (Monday): No school, Veterans Day observance, all district offices closed
November 28 and 29 (Thursday and Friday): No school, Thanksgiving, all district offices closed
December 23 through January 3: No school, winter break
December 25 and 26 (Wednesday and Thursday): All district offices closed

2020

January 1 and 2 (Wednesday and Thursday): New Year’s observance, all district offices closed
January 20 (Monday): No school, Martin Luther King Jr. Day observance, all district offices closed
January 24 (Friday): Semester
January 27 (Monday): No school, Non-student day
February 17 through 21: No school, mid-winter break
February 17 (Monday): President’s Day observance, all district offices closed
March 20 (Friday): No school, Professional development day
April 10 (Friday): Third Quarter
April 13 through 17: No school, spring break
April 17 (Friday): Spring Holiday, all district offices closed
May 25 (Monday): No school, Memorial Day observance, all district offices closed
June 19 (Friday): Last day of school
July 3 (Friday): Independence Day observance, all district offices closed
PUESTA DEL SOL’S AMAZING STAFF

**Kindergarten**
- Lizandra Chaparro
- Crystal Flores
- María Delfina García
- María Victoria Zapata

**First Grade**
- Kimberly Andonian
- Maria Fletcher
- Miriam Lopez-Kimball
- Jeanine Medina

**Second Grade**
- Rocio Lara McCleary
- Nancy Peña-Bush
- Jess Torres
- Heidi Von Tersch

**Third Grade**
- Dana Cuykendall
- Stephanie Giraldo
- Mónica Wilson
- Jane Young

**Fourth Grade**
- Damaris Galaviz
- Angela Hamouda
- Kjell Mattson
- Mario Palacios

**Fifth Grade**
- Ana Hernandez
- Claudia Mattson
- William Nielsen
- Mar Soriano

**Specialists:**
- Stacey Brody – Library
- Emily Carpenter – Library
- Todd Mahaffey – Band
- Matt Sheffield – Physical Education
- Patricia Carpenter – Art
- Jessica Holloway – Art
- Diana Rodríguez Phillips – Special Education
- Natalie Dupree – Physical Therapist
- Kaye Edds – Occupational Therapy
- Alicia Feuling – English Language Learning
- Wren Haasch – Speech and Language
- Debra Miller – Counselor
- Carolina Preciado – Psychologist
- Anna Rushing – School Nurse

**Technology**
- – Computer Technology Support
- Delia Villanueva – ITCL (Instructional, Technology, Curriculum Leader)

**Staff**
- Julie Truong – Office Manager
- Gaby Anguiano-Cortez – Cafeteria Cashier, Recess Teacher, Paraeducator
- Chris Clodfelter – Office Secretary, Attendance
- Ricardo Guity – Recess/Cafeteria Teacher
- Moriah Cohen – Recess/Cafeteria Teacher
- Kathy McFarlane – Clinic, Paraeducator
- Valeria Gonzalez – Paraeducator
- Maribel Quezada – Pupil Management, Recess/Cafeteria Teacher
- Nelsy García Estrada – Recess/Cafeteria Teacher

**Custodial Staff**
- James Akook - Head Custodian
- Henry Portillo – PM Custodian
- Salvador Avalos Estrada – Custodian

**Cafeteria Cook**
- Rita Tsang – Cook
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<th>ROOM#</th>
<th>GRADE</th>
<th>Email Address</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sra. Kimberly Andonian</td>
<td>501</td>
<td>1</td>
<td><a href="mailto:andoniank@bsd405.org">andoniank@bsd405.org</a></td>
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<tr>
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<td>Library</td>
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<tr>
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<tr>
<td>Sra. Jessica Holloway</td>
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<tr>
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| Angelie Duimovic              | Assistant Principal | duimovica@bsd405.org |
| Julie Truong                  | Office Manager | truongj@bsd405.org |
| Delia Villanueva              | ITCL | villanuevad@bsd405.org |
| Christine Clodfelter          | Attendance | puestaattendance@bsd405.org |
2019-20 Schedule

Mon, Tue, Thur, Fri Schedule:
Crossing Guards: 8:45-9:00
Classrooms Open/First Bell: 9:00
School Begins/Tardy Bell: 9:05
Recess and Lunch:
2 11:05-11:30 Recess; 11:35-12:00 Lunch
1 11:25-11:50 Recess; 11:55-12:20 Lunch
3 11:35-12:00 Recess; 12:05-12:30 Lunch
4 11:55-12:20 Recess; 12:25-12:50 Lunch
5 12:05-12:30 Recess; 12:35-1:00 Lunch
K, 1, & 2 Recess: 2:00-2:15
3, 4, & 5 Recess: 2:15-2:30
School Ends/Dismissal Bell: 3:35

Wednesday Schedule:
Crossing Guards: 8:45-9:00
Classrooms Open/First Bell: 9:00
School Begins/Tardy Bell: 9:05
Recess and Lunch:
2 11:05-11:30 Recess; 11:35-12:00 Lunch
1 11:25-11:50 Recess; 11:55-12:20 Lunch
3 11:35-12:00 Recess; 12:05-12:30 Lunch
4 11:55-12:20 Recess; 12:25-12:50 Lunch
5 12:05-12:30 Recess; 12:35-1:00 Lunch
School Ends/Dismissal Bell: 1:20
ATTENDANCE, TRANSPORTATION, & CLOSURES

Prompt and regular school attendance by students is important to support their growth, development, and daily learning. This is especially true at Puesta del Sol due to the nature of the Spanish Immersion program and the valuable comprehensible input in Spanish that our classroom teachers provide. The discussions and student-to-student interactions are a vital part of each classroom day and cannot be duplicated for each student individually, nor recovered once missed. The importance of prompt and regular school attendance by students is emphasized.

Absences, Late Arrival, Early Dismissal
At Puesta del Sol, attendance is reported at the beginning of the school day, right after the 9:05 bell. In order to set your child up for success, plan to be at school before the 9:00 bell to account for the time it will take to reach the classroom and get ready to learn.

On time = in your class line by 9:00

We value your child’s safety and would like to know where he/she is if not in school. If it is necessary for a student to be absent, the parent/guardian should call the Puesta del Sol Attendance Line (425-456-6152) before 9:00AM. Please leave your son/daughter’s name and reason for the absence on the 24-hour recording. The office will mark the absence as Excused or Unexcused based upon Bellevue Attendance Policy. Please refer to POLICY 3122 AND PROCEDURE 3122P (EXCUSED AND UNEXCUSED ABSENCES) for more information: http://wwwbsd405org/about/policies-procedures/

Excused Absences
Excused absences or late arrivals considered appropriate by the school district include the following:

• student illness
• family emergencies
• special religious observances
• Pre-arranged Medical/Dental appointments,
• Absences which, according to the school administration, after consulting with the parent/guardian may be deemed appropriate but not covered in the above stated instances.

Absences for reasons other than stated above need to be pre-arranged. Please visit our website or the front office for a “Request for Excused Absence” form to fill out.
We strongly discourage families from taking vacations during school days. Every absence has an impact on your child and their classroom, and extended absences have been shown to have a negative impact on a student’s education. In addition, there is no expectation that teachers provide homework during a planned absence.

Unexcused Absences/Tardies
The following are considered unexcused absences:
- no call or written response from the parent within 5 days of absence
- vacation (unless approved)
- missed bus, late ride, and/or traffic

If your child arrives to class, which is any time after the 9:05 bell, please make certain they get a pass in the student drop-off zone from a staff member, or they must come to the office PRIOR to going to his/her classroom. If they bypass the office, we won’t know where they are and will spend time trying to reach you to verify their whereabouts.

Early Pick Up
If it is necessary to pick your child up during the school day, please call or email the main office that morning. When you arrive, you must sign your child out at the office.
Request for Excused Absence
(For absences other than illness, family emergencies, dental or medical appointments, or religious observances)

Prior Principal Approval Required – Must be turned in 5 school days before planned absence begins
Teacher is NOT required to provide work ahead of time.

Parents: Fill in the information below. Read and sign the back of this form.

Student Name _______________________________ Grade _____ Teacher ___________________

Date(s) of absence __________________________ Number of school days gone ______________

Reason for absence: ___________________________________________________________________
____________________________________________________________________________________

Dates of other such requests (during elementary years):_____________________________________________

Parent E-Mail:________________________________________________________ Relationship to Student__________________

Signature________________________________________________________ Signature_________________________

Teacher Review (will be completed by the classroom teacher):

Student is achieving at or above grade level? ______

The amount of time absent may adversely affect academic performance? ______

Other comments: ________________________________________________________________
________________________________________________________________________________________

***** Teacher Signature: ________________________________________________________________
________________________________________________________________________________________

Principal’s Decision: Excused___________ Unexcused__________

Reason if Absence Determined to be Unexcused: ________________________________________________
________________________________________________________________________________________

***** Principal Signature: _________________________ Date _________________

Form will be placed in student’s cumulative file.
BEFORE AND AFTER SCHOOL PROCEDURES

Parking
Please park in non-staff designated areas only. These are available in the lot closest to Childcare, and in the lot west of the incoming street. Over 50 staff members use our building, many of whom work at multiple sites and are limited in the time they have to travel from one building to the next. It is imperative that they have parking available for them when they arrive.

Transportation
If you reside outside the walking perimeter and require transportation, you will be notified by the Transportation Department prior to the start of the school year. 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 Puesta del Sol students to follow school behavior expectations, whether on campus, in the classroom, on a field trip, on the bus, or waiting for the bus. Any behavior on the bus that interferes with the driver safely transporting students, may result in discipline and/or the loss of riding privileges. If you are in doubt about whether your student may ride the bus, please call Transportation at (425)456-4512.

Drop-Off / Pick-up Area
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 Puesta del Sol is very congested during pick-up and drop-off times. Fewer vehicles make the transition easier for everyone!
If you must drive to school to drop off or pick up your child(ren), safety patrol students and parking lot safety supervisors (all in yellow vests) are present to assist you in adhering to the following safety rules:

➢ For Drop-Off: Use the most south parking lot (by the Childcare and Preschool) with the turn-around/horseshoe area. Students should never be dropped off in the bus lane in front of the school office at any point of the school day, as that lane is used by field trip buses and other school district vehicles.
➢ Pull forward to the drop-off area when dropping off child(ren). Have your child(ren) walk to the parking lot using the crosswalk.
➢ DO NOT double park next to another car in the drop-off lane and make your child walk between cars.
➢ Please keep the line moving! Pull as far forward as possible when you are in the drop-off lane. Drop off your child, and then pull ahead to the exit. If you need to talk to another parent or a teacher, park your vehicle in a non-staff parking space. Do not block the bus or fire lanes.
➢ STAY IN YOUR VEHICLE in the parking lot lanes. If you must leave your vehicle, please park in a designated parking space. Puesta del Sol is a "Green" school, so please no idling in the parking lot while waiting for school to get out.
➢ Our school safety patrol and supervisors work to ensure the safe entrance and exit of all students, so please follow their instructions at all times and observe the importance of safety flags and individuals wearing bright yellow vests. Please do not distract our safety patrol by speaking to them while they are working.
➢ Be a good guest in the neighborhood—**do not block driveways or access to neighborhood streets for any reason.** RCW 46.61.570—Parking prohibited in specified places including the front of a public or private driveway or within five feet of the end of the driveway curb.

➢ Be patient! Plan for a few extra minutes to drop off your child(ren).

**Pick-up and Buses**
Buses arrive at the building at 3:15 PM (12:55 PM on Wednesday) so that they are ready for an on-time departure of 3:35 PM (1:15 PM on Wednesday). Cars lining up to pick up students before 3:15 PM or 12:55 PM (on Wednesdays), cause the buses to be off schedule, affecting hundreds of students and families. Please respect the needs of students riding the buses, allow time, and space for the buses to get to school.

When the pick-up area is open (after buses have arrived), please follow attentive and efficient movement of your vehicle for pick-up to ensure student safety and effectiveness.

Any students who are not picked up by 3:45 PM will be escorted to the office where they will call a parent. Parents will need to come to the office to collect any students after that time. The office closes at 4:00 PM.

**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, plans should be made in advance. Students will not be allowed to make phone calls from school to arrange after-school plans. Whenever your child is doing something different from usual after school, please write a note giving your child permission, listing the other student’s name and date. You or your child should bring the note to the office before school. The note will be signed and returned to your child to give to the teacher. Your child’s safety is of utmost concern to all of us. Students should check in the office (before the end of the day!) if they are uncertain about their plans. When you follow these procedures, you help keep all children at Puesta del Sol safe and we maximize the learning.

**Weather Related School Closures or Late Starts**
Snow can create confusion for all of us when it affects the school schedule. 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.

**WHEN IN DOUBT:**
**CALL 425-456-4111** (DISTRICT 24-HOUR RECORDED SCHOOL NEWS HOTLINE), or **ACCESS HTTP://WWW.SCHOOLREPORT.ORG** (PUBLIC SCHOOL EMERGENCY COMMUNICATION SYSTEM)
VIRTUES OF THE MONTH AND STUDENT POSITIVE BEHAVIOR EXPECTATIONS

Each month we focus on a Virtud del Mes “Virtue of the Month” to help students build and strengthen social emotional skills.

La Virtud del Mes de Puesta del Sol

<table>
<thead>
<tr>
<th>Month</th>
<th>Virtue</th>
</tr>
</thead>
<tbody>
<tr>
<td>September</td>
<td>El valor (Courage)</td>
</tr>
<tr>
<td>October</td>
<td>La responsabilidad (Responsibility)</td>
</tr>
<tr>
<td>November</td>
<td>El respeto (Respect)</td>
</tr>
<tr>
<td>December</td>
<td>La compasión (Compassion)</td>
</tr>
<tr>
<td>January</td>
<td>La integridad (Integrity)</td>
</tr>
<tr>
<td>February</td>
<td>La amabilidad (Kindness)</td>
</tr>
<tr>
<td>March</td>
<td>El compromiso (Commitment)</td>
</tr>
<tr>
<td>April</td>
<td>La flexibilidad (Flexibility)</td>
</tr>
<tr>
<td>May</td>
<td>La perseverancia (Perseverance)</td>
</tr>
<tr>
<td>June</td>
<td>La confianza (Confidence)</td>
</tr>
</tbody>
</table>

Puesta del Sol has developed guidelines for success and clear expectations for all members of our learning community. There are both our POSITIVE PERSONAL STANDARDS and “rules” that help us focus on important ways to work together and be at our best to learn.

At Puesta del Sol Elementary School, we use a proactive and restorative* approach to behavior:

- We teach students about our Positive Personal Standards: Somos respetuosos, Somos responsables y Tomamos buenas decisiones (We are respectful, We are responsible, and We make good choices), and we review these expectations regularly.
- We discuss and practice what these expectations look like in variety of school settings.
- We teach and discuss as a community how to identify and prevent bullying behavior.
- We practice how to solve problems and how to use conflict resolution strategies.
- We positively reinforce our expectations and use mistakes as a time to learn and repair harm.

School discipline has several key goals:
1. Ensure the safety of students and staff.
2. To create a positive and productive learning environment.
3. To teach and strengthen positive behavior skills.
4. Repair harm when necessary.

*Restorative Practices provide our community opportunities for individuals to share their feelings, build relationships, and solve problems; and when there is wrongdoing, to play an active role in addressing the harm and making things right. For more information, please visit: http://www.iirp.edu/what-we-do/what-is-restorative-practices
Puesta del Sol’s Positive Personal Standards

Puesta del Sol Elementary School and the Bellevue School District utilize Positive Behavioral Interventions and Supports (PBIS) to help students understand, develop, and strengthen skills to be positive and productive members of our school community. Throughout the year, we work together to teach, model, and reinforce our Positive Personal Standards, which include...

Somos responsables (We Are Responsible): Our students are good citizens, are helpful to others, are accountable for their actions, are honest and trustworthy, clean up after themselves, and practice a strong work ethic.

Somos respetuosos (We Are Respectful): Our students use kind words, are tolerant, respect others’ property, are considerate, appreciate differences in others, and show respect for all adults.

Tomamos buenas decisiones (We Make Good Choices): Our students follow rules, show good sportsmanship, share and take turns, play safely and fairly, and think before acting.

Before School Expectations
1. Go directly to your classroom line. It is okay to visit the office if you need to drop something off before school starts.
2. Line up quietly at your class's assigned line-up spot.
3. Stand with a calm body.
4. Stand keeping hands, feet, and back to self.
5. Arrive at school between 8:45 AM and 9:00 AM.

Pathways and Covered Walkway Expectations
1. Use the covered walkways to get from one place to another in the school.
2. Walk in the covered walkways.
3. Use a level 1-2 voice in the covered walkways and on our outside pathways.
4. Walk with lunch box wagons when traveling to and from the cafeteria.

Lining Up Expectations
1. Stand in line—Follow our 3 school-wide expectations.
2. Keep your hands, feet, and backpack to yourself.
3. Use a level 1-2 voice when standing in line.
Restroom Expectations
1. Go to the restroom.
2. Flush the toilet.
3. Wash your hands for at least 15 seconds.
4. Throw away paper towel in the garbage can.
5. Leave and return to class as quickly as possible.

Recess Expectations
1. Stay in the Boundaries
2. Treat all recess supervisors, adults and students with respect.
3. Leave sand, dirt, rocks, sticks, and any other objects you find on the ground.
5. Slide down slides.
6. Play tag only on the ground.
7. Include others in games.
8. Reach out to students who may be seated on a Buddy Bench.
9. Use conflict resolution strategies if you have a problem.
10. Find a recess supervisor to help solve problems that are too big to solve alone.

When it's time for lunch:
1. Listen for adults to signal the end of recess (duck call or whistle).
2. When you hear the signal, walk to your class line in the undercover play area.
3. Stand in line—Follow our 3 school-wide expectations.
4. Use a level 1 voice when standing in line.
5. Wait for the adult to release your line to walk to the cafeteria.
6. If you want hand sanitizer, place your palms up; place hands behind your back if you don't.
7. Walk under the covered walkways to the cafeteria.

Rainy Day Recess
During rainy season/winter months, students should always wear appropriate clothing for the weather. High heel shoes and wedges are NOT recommended. That apparel should include waterproof and warm coats and hats or gloves when extremely cold. Please make sure that your child makes suitable clothing choices for cold and wet weather. In the event of thunder/lightning or extremely heavy rain, students will be directed to have rainy-day-recess in their classrooms, where games and books are made available.

Lunchroom Expectations
When it's time to eat:
1. Sit at your table.
2. Use a level 1-2 voice.
3. Keep food on your plate or in your mouth.
4. Use the hand signals when you need something and wait for an adult's attention.
5. Pick up your trash and carry it with you to the trash and recycling containers.

When it's time to leave:
1. Listen for the adult's instructions.
2. Wait for an adult to dismiss you (bandejas – trays, or loncheras – lunchboxes.)
3. Walk around your table and down the outside aisles to throw away your trash and stack your trays.
4. Sit back at your lunch table, everybody with legs facing the cafeteria cashier.
5. Use level 1 voice.
6. Keep a calm body.

**After-School Expectations**
1. Follow the directions given by any school staff.
2. Treat adults, guest teachers, and bus drivers with respect.
3. Stay off playground equipment, unless supervised by an adult.
4. If you are being picked up, wait under the covered area behind the fence for your ride.
5. Come to the office if your ride home doesn't come on time.

The Puesta del Sol staff appreciates parents and guardian supporting these behavior expectations when picking students up, visiting during lunch and recess, and volunteering in the classrooms.

**Assembly Expectations**
During assemblies, students are expected to enter the gym safely and stay seated on the floor. Respectful audience behavior, including attention to the speaker(s) and appropriate clapping or laughing, is expected. Students are expected to be seated on their pockets, facing toward the center, younger grades toward the center of the gym and older grades towards the perimeter. If it is a Virtues Assembly, the central circle will be reserved for the students that we are honoring, who will parade in to music as students applaud and cheer them on. The assembly leaders will use the signal for attention. Finally, kindness toward and respect for presenters or performers should be demonstrated through clapping at the conclusion of an assembly. Audience expectations are taught at the Back-to-School Assembly and reinforced throughout the school year.

**Puesta del Sol Chant**
When appropriate, whenever students, staff, and families hear “Puesta del Sol”, the school chant (response) is “¡Viva el español!” This chant allows us to share our joy for the Spanish language and cultures as well as helps us develop an identity as a Puesta del Sol family.

**Puesta del Sol Shared Values**
To guide our passion and work with our students, we have identified the following shared values:

**Family**

**Global Citizenship (Pride in Spanish Language and Cultures)**

**Compassion (Love & Care; Whole-Person (Self-Care))**

**Growth (Continuous Growth & Learning)**

**Perseverance**

**Creativity**

**Courage (New Challenges and Opportunities)**
El Juro al Puro Español

Each assembly, and at various times during the week, the students of Puesta del Sol recommit to speaking Spanish while on school grounds. The pledge stated by all students follows.

El Juro al Puro Español

Juro usar puro español en lo que pienso, en lo que hago y en lo que digo.
Es mi trabajo, mi placer y mi futuro.
Por eso juro al puro español.
¡Viva el español! ¡Viva!
¡Viva el español! ¡Viva!
¡Viva el español! ¡Viva!

Discipline Practices

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 Puesta del Sol 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

Puesta del Sol Elementary is committed to:

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

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

For less serious behavior incidents, 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, 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., Kelso’s Choices] and self-management skills [e.g., belly breathing]
• 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*

*Puesta del Sol 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.

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 across all racial/ethnic groups as measured by annual Spring Panorama survey, (3) increase family and community involvement in targeted school activities, (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 at least quarterly to monitor for disproportionality in Office Discipline Referrals by race.

Behaviors
Below is a list of behaviors that a student can exhibit that may disrupt his/her learning or the learning of classmates. We understand that children will do well if they can and that children with social, emotional, and behavioral challenges lack important thinking skills or may be affected by the stress and impact of trauma (Greene, R.W, and Forbes, H.T.). In order for students to learn, they must first be in a regulated state.

If a student presents one of the following behaviors, we first ask ourselves:
1) What is driving this student’s behavior, and;
2) What can I do at this very moment to improve my relationship with this student?

We first strive for the student calm down (go from dysregulated to regulated state), before trying to engage in correcting the student. Every classroom and the office are equipped with a calm down area for this purpose. To see a chance for change in behaviors, students need a healthy teacher-student relationship, regulated environment, meeting the student’s emotional needs, and reducing the stress that leads to overwhelm. Additionally, when a student exhibits a behavior, we remind the student that we all make mistakes and that the important thing is to learn from them. We are at school to learn and grow and at Puesta del Sol, we are a nurturing family.

Operational Definitions
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 at 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 (Vice 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.) are considered in order to understand potential contributing factors.

**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), Puesta del Sol has developed a continuum specific to our building. The progressive Schoolwide Consequence Continuum is divided into six levels, starting with prevention and ending with major school-wide incidents. 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.

**Puesta del Sol Behavioral Practices & Procedures**

The information below is considered standard for all students and staff.

<table>
<thead>
<tr>
<th>Classroom Climate Building</th>
<th>Prevention Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOY Common Lessons</td>
<td>The first week of school common area lessons and t-charts are taught daily in each grade</td>
</tr>
<tr>
<td>Class Charter</td>
<td>Created as a class at the beginning of the year, posted and referred to as needed</td>
</tr>
<tr>
<td>Mood Meter</td>
<td>Posted in each classroom. Used as a reflection tool of where students are and what they need to be in a zone for learning</td>
</tr>
<tr>
<td>PBIS Practices</td>
<td>Puesta del Sol Staff model for students our 3 School-Wide Expectations (<em>Somos respetuosos; Somos responsables; Tomamos buenas decisiones</em>) through the following selected PBIS practices targeted at building students’ sense of belonging:</td>
</tr>
<tr>
<td></td>
<td>1. 5:1 – 5 positive interactions to every 1 negative interaction</td>
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<tr>
<td></td>
<td>2. Daily schedule posted in classroom</td>
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<tr>
<td></td>
<td>3. Greet every student every day – positive interaction</td>
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<tr>
<td></td>
<td>4. 2:10 – Meet for 2 minutes with student for 10 days straight to get to know them better in positive manner</td>
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<tr>
<td></td>
<td>5. Affective Dialogue: Common school wide questions and sentence stems used to solve conflicts that arise through RP circles or impromptu conversations. Posted in every classroom and on each staff members lanyard</td>
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<tr>
<td></td>
<td>6. Circles: To build community, solve classroom problems, and build academic discourse</td>
</tr>
<tr>
<td>Curriculum</td>
<td>K-2: Second Steps 3-5: RULER Kelso’s Choices (for interpersonal problems) Restorative Practices</td>
</tr>
</tbody>
</table>

**Incident Procedures**

<table>
<thead>
<tr>
<th>Intervention Phases</th>
<th>Possible Behaviors – The Student...</th>
<th>Response/Interventions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Break – Student Need to Prevent Incident</strong></td>
<td></td>
<td>1. Teacher offers student a non-reward break within the classroom designed to calm student</td>
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<tr>
<td></td>
<td>2. Allow student to revisit and re-enter the lesson or classroom activity successfully</td>
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<td></td>
<td>If student refuses the teacher-offered break OR if teacher deems necessary:</td>
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<tr>
<td></td>
<td>• Has a 504 Plan or IEP where break is an accommodation or support strategy</td>
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</tr>
<tr>
<td></td>
<td>• Has documented behavioral or attention challenges, is not in violation of school rule/district policy but is having difficulty functioning in class</td>
<td></td>
</tr>
</tbody>
</table>
- Is emotionally escalated or distressed (anxious, stressed, etc.) to point of being repeatedly disengaged, unable to complete tasks, not participate; not in violation of school rule/district policy

### Small Problem – School-Wide Incident for Any Staff to Intervene and Resolve

**Phase 1:** Commits a minor violation of school rules and expectations, however, it is not persistent nor representative of Exceptional Misconduct; including not following one of school-wide expectations.

Some examples include:
- Conflict with peer (e.g., not sharing)
- Lining up in morning line-up location
- Running in area other than playground
- Being found in location not allowed
- Unkind/disrespectful language
- Low-level profanity
- Uttering
- Low-level peer conflict
- Mistreating school/student materials or property

3. Teacher/staff contacts office to have staff (admin, counselor, support staff) provide student a non-reward break designed to calm the student
4. Allow them to reset and re-enter the classroom successfully

1. Kelso’s choice is employed
2. Staff has a conversation with student about the incident including what they were thinking/feeling when it happened, and how it reflects school-wide expectations of being respectful, responsible or making good choices; teach/guide student to learning regarding behavior and have them outline how they will correct their behavior in the future
OR
2. Staff holds impromptu restorative circle to help resolve problem and restore expectation
3. Parent contact and/or office referral not warranted

### Big Problem – Classroom Incident for Teacher Intervention and Resolution

**Phase 2:** Exhibits behaviors from Phase 1 in a persistent and/or serious manner.
- Commits a minor violation of classroom rules or expectations

Some examples could include:
- Disruptive conduct
- Purposeful off task behavior
- Not being respectful
- Misuse of materials
- Not following directions
- Talking out of turn
- Not speaking Spanish
- Not following other classroom norms or expectations

1. Staff has a affective conversation with student (see below) about the incident including what they were thinking/feeling when it happened, and how it reflects classroom expectations; the classroom climate and culture; their learning and the learning of others; teach/guide student to learning regarding behavior and have them outline how they will correct their behavior in the future
2. (Optional) Teacher and student complete standard PDS reflection chart to be reviewed by parents.
3. Teacher uses positive behavior incentives that can include behavioral charts and/or prize boxes
3. Parent contact is warranted, but an office referral is not
4. (Optional) Teacher sends home reflection sheet for student to complete at home and return.

### Office Referral - Minor School-Wide Incident for Admin Intervention and Resolution
### Phase 3:
Commits a minor violation of school rule or district policy. It may be a violation that is ongoing or serious from Phases 1 or 2, but that persists even after progressive Teacher interventions.
- Disruptive Conduct
- Lying/Cheating
- Non-Compliance
- Inappropriate Language
- Physical Aggression
- Plagiarism
- Property Misuse (e.g., Computer)
- Technology Violation
- Other Behavior

#### Staff Led Actions (may include but not limited to):
- Redirection
- Student prompted to take a break
- Prompting student to use Kelso's Choice (if applicable)
- Restorative Circle (if applicable)
- Teacher/Student Affective Conversation
- Parent Contact
- Puesta del Sol Reflection
- In-class loss of privilege
- Incident Referral

#### Administrative / Counselor Led Actions

<table>
<thead>
<tr>
<th>Step</th>
<th>Action</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Think Time/ Puesta del Sol Reflection</td>
</tr>
<tr>
<td>2.</td>
<td>Removal from Class or Activity (line-up, lunch or recess, transitions, etc.)</td>
</tr>
<tr>
<td>3.</td>
<td>Loss of privilege (e.g. Playground Exclusion or Cafeteria Exclusion)</td>
</tr>
<tr>
<td>4.</td>
<td>Parent Contact (1st and 2nd Offense)</td>
</tr>
</tbody>
</table>

#### Office Referral - Major School-Wide Incident for Admin Intervention and Resolution

Commits a major violation of school rules or district policy (e.g., Exceptional Misconduct)
- Abusive or Inappropriate Language
- Profanity
- Possession of Dangerous Weapon
- Property Damage/Vandalism
- Skip Class/Truancy
- Fighting
- Theft
- Harassment/Bullying
- Technology Violation
- Computer Misuse
- Other Behavior

Teacher is given copy of reflection sheet to file in student folder. Copy is filed in the office, and a copy is sent home via the teacher/student.

Teacher is given copy of incident referral to file in student folder and a copy is filed in the office.

### Phase 4:
1. Staff writes an office referral and/or administration responds immediately (Exceptional Misconduct), removing student from situation.

3. Parent is contacted by administrator.

4. Administration follows the District Elementary Discipline Matrix.

Implementing interventions/consequences in the following manner:

- To ensure consistency and continuity across the district for similar offenses...
- Also, when considering disciplinary consequences administrators should take into account the developmental level of the student. If extenuating circumstances warrant, a lesser or greater disciplinary consequence may be used if appropriate. When considering extenuating circumstances for a consequence greater than recommended or short-term suspension, administrators will discuss the details with the Supervisor of Pupil Management or their Executive Director of Schools prior to issuing such discipline.

5. Next steps are indicated on Incident Referral and/or Notice of Disciplinary Action.

6. Teacher is given copy of reflection sheet to file in student folder. Copy is filed in the office, and a copy is sent home via the teacher/student. Teacher is given copy of incident referral to file in student folder and a copy is filed in the office.

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GENERAL INFORMATION

Cell Phones and Other Electronic Devices
While we do not encourage students to bring cell phones to school, 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, they should go to the office.

Students who are seen using cell phones or other home-brought electronic devices during the school day or who leave their cell phones on during the school day, will have their device taken away. On the first offense, they may collect their electronic device at the end of the day from the office. For any subsequent infractions, parents/guardians must collect the electronic device from the office.

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

Classroom/Birthday Treats
Due to food safety issues and allergy awareness, teachers and parents are strongly encouraged to celebrate birthdays and holidays with healthy snacks or nonfood items and activities.


Teachers may have specific requests regarding birthdays and classroom celebrations. Therefore, it is critical to discuss your desire for a birthday celebration with your child’s classroom teacher ahead of time. If a birthday is celebrated at school, please plan on a duration of approximately 10 minutes.

- If your child’s classroom teacher allows birthday treats, they should be healthy and nutritious (See appendix for the BSD Nutrition Policy).
- There is no refrigeration available for birthday treats at school.
- Please be allergy aware as many students in our school have life-threatening allergies. Our school nurse sends home information to every family regarding any food allergies in your child’s classroom.
- Birthday invitations are encouraged to be mailed/emailed and not be handed out at school.

*** A new popular 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. Kids LOVE this gift! Ask your child’s teacher or our librarian, Sra. Brody, for title suggestions.
Dress Code & Shoes
Bellevue School District Policy 3224 does not regulate dress except in certain circumstances. Student dress will only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

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

For the purpose of this policy, a material and substantial disruption of the educational process may be found to exist when a student’s conduct is inconsistent with any part of the educational mission of the school district. Prohibited conduct includes the use of lewd, sexual, drug, tobacco or alcohol-related messages, or gang-related apparel.

At Puesta del Sol, dress for school should allow for students to move around comfortably and safely as classes often include movement within instruction. Additionally, please be sure to consider the weather, as recesses are held outdoors rain or shine.

Footwear should be chosen with safety in mind, considering running outdoors and climbing on playground equipment. A non-skid, non-marking soled shoe with closed toe is recommended for PE days.

Emergency Information
Please complete and return the “Student Profile/Emergency Release” form which is sent home mid-September. This form will be kept 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. Contact the school office when any of the emergency contact information you wish to have on file changes.

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.

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 complete the “Student Profile/Emergency Release” form.

During an emergency, your child will only be released to their parent/guardian or those you have designated on their emergency contact sheet. Also, during an emergency, if you come to the school site, look for signs or school personnel at the student check out station. The most secure and safe way to get your student is to check them out at the sign-out station – this is where you will find the quickest information and action to get to your child. Please be sure to fill out the “Student Profile/Emergency Release” form, to help expedite the process for everyone’s benefit.

**Lost and Found**
Lost clothing items are kept in the Lost and Found bin outside the gym. Books, notebooks, and all items with names on them other than clothing are returned to the student. Valuable items are kept in a safe place in the office. We ask that students do not bring valuables to school. Lost and found items will be kept for a limited time only. We donate all lost and found items to a non-profit clothing bank after displaying found items at various times of the year.

**Puesta del Sol PTA**
Puesta del Sol Parent Teacher Association (PTA) is a major program facilitator and economic resource for Puesta del Sol Elementary students and staff. Some educational programs, most financial classroom support, and many social activities would not exist without the support of Puesta del Sol PTA. You can join Puesta del Sol’s PTA in the front office using the family computer kiosk or on Puesta del Sol’s PTSA website: [http://puestadelsolpta.org](http://puestadelsolpta.org).
Puesta del Sol Visitor & Parent Guidelines

At Puesta del Sol we provide a unique learning model within the Bellevue School District by providing every student the opportunity to be bilingual, biliterate, and multicultural. Every day we are committed to the academic and social emotional support of all our students, which is our passion and life’s work. Because we value your partnership in your student’s education and to ensure that all our families receive the attention they deserve as we work together for our students, we have created the following guidelines for visiting our school and for communicating with Puesta del Sol staff, to address the unique needs of our Spanish Immersion model:

Morning Line-Up
We appreciate your presence during morning line-up.

- This transition from home to school can be difficult for some students and having you be there for them before teachers greet them as they come into the pod areas can be of great help!
- Friendly interactions with students is welcome, however, please refrain from giving out any food or trinkets, as they can present allergy concerns or become a distraction.
- Please say goodbye to your student before they enter the pod area.

Conversations with Us
Morning line-up is a very busy time for us as we make that first connection of the day with our students.

- While we enjoy your smiles and greetings, it is very easy to be distracted with students preparing for transition and we may forget our conversation easily.
- You are assured a thoughtful response when you hand us a written note or send us an email and we will get back to you within 2 school days.
- If you have a pressing matter to discuss, please let us know via an email or note and we will schedule a time with you that allows us to provide you with our undivided attention.
- For emergencies, please contact the office to receive immediate assistance (425-456-6100).

The school day is prime learning time for our Spanish Immersion model.

- For that reason, it is important that we sustain Spanish language use, especially when students are nearby.
- If you wish to communicate with us in person during the school day, especially with teachers, we ask that you only do so if you have a prior appointment.
- If you have a pressing matter to discuss, please let us know via an email or note and we will either reply within 2 school days or schedule a time with you that allows us to provide you with our undivided attention.

Dismissal, like morning line-up, is also a very demanding time for us as we ensure that all students are safe and make it to their appropriate destination (e.g., bus, parent pick-up, after-care).

- Please be aware that we may not be able to engage in conversations with you during this time.
- Also note that even when students’ school day has ended, our workday continues, often with meetings, trainings, and other work commitments that we need to attend to in a timely manner. Thank you for honoring this important time.
- Please allow your student to pack up and exit the pod area before you greet them in the afternoon.
**Signing In**
Student safety is a top priority for us at Puesta del Sol.
- Always sign in with the office and be sure to wear the proper identification (sticker or badge).
- During special events, we will likely have an additional sign-in station for your convenience (by the gym doors or in front of the school).
- You are required to sign in when at school for our students’ safety and your own (in the event of an emergency).

**Emergency Drills**
All schools in the State of Washington are required to conduct a monthly safety drill.
- These drills range from fire drills to lockdown drills.
- As adults, we are always teaching our students by example, so please attend to and follow all safety procedures when we conduct our safety drills.
- If you are uncertain of what to do, please ask an adult at school.

**Parent Volunteers**
If you are a parent volunteer, THANK YOU! By helping us prepare materials, you allow us to have more time to reflect on our teaching, assess student work, and find ways to better engage our students in their learning.
- Given that school time is the only time we have with our students to immerse them in Spanish, please come only when we are expecting you. We cannot afford to take time away from our students to accommodate an unexpected arrival. Thank you for your support and understanding.
- To enter the pods/classrooms, please wait until office staff either announce your arrival to teachers or open the pod door for you. Knocking on the pod doors can be disruptive to classroom learning environments.
- If you are assisting in a lesson or co-teaching with us, we thank you for the time you take to coordinate with us prior to the lesson.
- Whenever we have parent volunteers (field trips, classroom, etc.), please remember that teachers are required to supervise students through the end of the school day and are not able to release students to leave school early with a parent volunteer, unless the parent volunteer signs them out in the front office and the office notifies the teacher of the sign-out.
- Please refer to Policy 3122 (Click here) and Procedure 3122P (Click here) for more information on attendance.

**Observing/Shadowing Your Student**
**In the Classroom**
If you wish to visit your student’s classroom and/or shadow your student, it is important that we follow District Procedure 4200P School Visitors (Click here).
- Any requests to visit the classroom for a visitation or to shadow must be made through the building administrator.
- Prior coordination is required for this sort of request and dropping in without prior approval is not allowed.
- If the visitor wants to observe a classroom, the time will be set up after the building administrator has conferred with the instructor and has identified a staff member to accompany the visitor during observations.

**During Recess/Lunch**
Joining your student for lunch in the cafeteria is always welcome. Students usually delight in having a “special guest” join them.
- Please note that all the aforementioned guidelines still apply (e.g. signing in, conversations with us, etc.).
- If the purpose of the visit is to observe lunch operations or gather information about lunch, you will need to make a request with a building administrator, as mentioned above.
• The same guidelines apply for recess.

**Bringing Items and Reminder Notifications for Students**

• If you are bringing an item to school for your student, please leave it in the office and your student will be called to the office to pick it up or it will be delivered to the classroom. Do not deliver it to the classroom.
• Given that teachers do not always have time to check their email over the course of the school day, it is important that same-day communications be coordinated with the Main Office.
• Any reminders that you need to provide your student, such as changes in transportation from school to home, need to be communicated to the Main Office via phone by 12:00PM, preferably in the morning prior to lunch, unless there is an emergency.

**Special Events**

**Curriculum Night**
This is a "must attend" annual event where we share important information on our growth and performance, as well as schoolwide programs, curriculum updates and support services. It is also an important evening to hear from your student’s teacher on the year’s plans for classroom expectations, curriculum and instruction, social-emotional learning support, and home communication. Please note that at Curriculum Night, we are not able to discuss individual student needs or hold an impromptu conference.

**Conferences**
As part of our transition into the new school year, we also conduct scheduled fall conferences with each family. Fall conferences are a great opportunity for us to meet with families one-on-one to get to know your student from your family’s perspective. Please note:

• Each year, a fall conference is scheduled for each student.
• Fall is the perfect time for families and teachers to collaborate for a successful school year for each and every student by sharing with parents their student’s current levels of performance, setting goals for the school year, and coming up with a successful plan of support for each student, well before report cards come home.
• Teachers may schedule follow-up conferences later in the school year if needed.

**Addressing Questions and Resolving Concerns**
At Puesta del Sol, as in the Bellevue School District, we pride ourselves in a culture of service. We understand that questions and concerns may occasionally surface related to school operations, classroom practices or the overall instructional program. Please note:

• Addressing questions and resolving concerns is important to our staff.
• In accordance with Bellevue School District Procedure 4220P: Complaints Concerning Staff and Programs ([Click here](https://example.com)), remember to initiate communication with the individual directly responsible for the program, event, action or decision. For example, if you have a question or concern regarding a classroom procedure, contact the teacher directly to seek clarification and resolution, rather than contacting the building administrator.

When working through a question, concern, or informal complaint, we ask that you follow the following from District Procedure 4220P:

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.*
If you feel the concern or informal complaint has not been resolved, you may initiate the formal complaint process as detailed in Procedure 4220P: Complaints Concerning Staff and Programs (Click here).

Confidentiality and Professional Boundaries

As staff communicate regularly with students and families each year, it is important that we consistently follow our professional responsibilities as school employees which are based on federal and state laws, and Bellevue School District policies and procedures.

Common examples which we are expected to follow include:

- Safeguarding and not revealing private student information related to such things as medical/health information (e.g., allergies), an individual student’s unique educational program, attendance and grades, and corrective action in response to behavior infractions
- Refraining from sharing personal information, employment concerns or other private information that does not have an educational purpose
- Receiving gifts as long as they are consistent with Board Policy 5255: Gifts to Staff (Click here)
- Addressing or avoiding potential conflicts of interest as detailed in Board Policy 5251: Conflicts of Interest (Click here) such as receiving payment for tutoring

In addition, we may choose to maintain professional boundaries with parents, including not sharing personal information (e.g., cell phone number) and engaging with parents on social media.

At Puesta del Sol, we are thrilled that you chose to enroll your student in our Spanish immersion program! We look forward to working closely with you to realize the hopes and goals for your student as they become bilingual, biliterate and multi-cultural learners through our innovative, rigorous and individualized language immersion program.

Health Clinic

Students who become ill at school are sent to the health clinic for observation. The clinic is located in the office. The nurse is present one and one half days per week. When the nurse is not available, a first aid certified person supervises the clinic.

Your child will need to be picked up immediately if they have an elevated temperature, 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 required that if a child has vomited in the last 24 hours, or had a fever, he/she stay home sick for the day.

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

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

All medications will be kept and dispensed (as ordered by the physician) by a designated school employee. Prescriptions and non-prescription medications must be sent in the original pharmacy container. Non-prescription (over the counter) must be clearly labeled with the child’s name, dosage, and time to be given. Please include a measured dosage cup for all liquid medication.

**NO MEDICATION (Prescription or non-prescription) CAN BE GIVEN WITHOUT A PHYSICIAN’S ORDER.**

Washington State Law 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 (the school nurse can help with a waiver if these reasons are present). 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.

Items From Home/Class Sharing

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

Progress Reports

Written progress reports will be sent during two reporting periods: January and June. 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.

<table>
<thead>
<tr>
<th>Academic Areas</th>
<th>Unique Circumstances</th>
<th>Social / Effort</th>
</tr>
</thead>
<tbody>
<tr>
<td>4= Exceeds Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3= Meets Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2= Approaches Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1= Below Standard</td>
<td></td>
<td></td>
</tr>
<tr>
<td>NI= Not Introduced</td>
<td></td>
<td></td>
</tr>
<tr>
<td>A= Adapted Program</td>
<td></td>
<td></td>
</tr>
<tr>
<td>E= Exceptional</td>
<td></td>
<td></td>
</tr>
<tr>
<td>S= Satisfactory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>I= Inconsistent</td>
<td></td>
<td></td>
</tr>
<tr>
<td>U= Unsatisfactory</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Meal Program**

**Meal Prices**

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Breakfast</th>
<th>Breakfast Reduced Price</th>
<th>Lunch</th>
<th>Lunch Reduced Price</th>
</tr>
</thead>
<tbody>
<tr>
<td>Kindergarten, 1st, 2nd, 3rd Grade</td>
<td>$2.25</td>
<td>FREE</td>
<td>$3.25</td>
<td>FREE</td>
</tr>
<tr>
<td>PreK, 4th, 5th Grade</td>
<td>$2.25</td>
<td>FREE</td>
<td>$3.25</td>
<td>$.40</td>
</tr>
<tr>
<td>Middle School</td>
<td>$2.50</td>
<td>FREE</td>
<td>$3.50</td>
<td>$.40</td>
</tr>
<tr>
<td>High School</td>
<td>$2.75</td>
<td>FREE</td>
<td>$3.75</td>
<td>$.40</td>
</tr>
<tr>
<td>Adult</td>
<td>$3.25</td>
<td></td>
<td>$4.25</td>
<td></td>
</tr>
<tr>
<td>Milk</td>
<td></td>
<td>$.50</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

We use a computerized meal accounting system. Each student will be issued a pin number which is used to purchase a meal or milk. Students who purchase meal or milk enter their pin 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. All lunch money must be delivered to the office in the morning. 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](https://paypams.com/HomePage.aspx) to use this option.

Menus are available on the district website. Free and reduced price lunches are available to children whose family incomes fall within eligibility guidelines. You may complete the eligibility form online at any time (including using the family computer kiosk in the main office); however, **you must reapply each year**. This information is kept confidential.
**Snack**

Many students choose to bring a snack from home to eat mid-morning. These snacks should be healthy choices such as crackers, cheese, granola bars, or fruit. **Candy, gum, and soda should not be brought to school for snack or lunch.** Classroom snacks should follow district policy and procedures (POLICY 3420 AND PROCEDURE 3420P (ANAPHYLAXIS PREVENTION AND RESPONSE)). 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. If you are interested in donating, please check with your child’s teacher to see if they are interested and of what types of snacks.

**Photographs and/or Recordings**

Photographing and recordings of students at school are not allowed without permission from the parent/guardian.

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

**Examples of uses are:**
- show the Bellevue community what we do in our school
- use for broadcast media and newspaper articles
- include in the Annual School Performance Report
- Bellevue Schools Foundation programs
- make presentations to other audiences at workshops
- other appropriate district-authorized purposes

Please remember that when attending a school performance, videos and pictures taken on personal devices that include other students should not be posted on social media without consent from all guardians of these students.

**Pets on Campus**

Students should not bring pets to school. If a pet does follow a student to school, every effort will be made to contact the owner.

Dogs or any other pets are not allowed on school campus at any time during school hours, including our busy arrival and dismissal times, as well as any school or PTA event that takes place outside of regular school hours. As with any public space, service animals are permissible.

**Bikes/Skateboards/Roller Blades and Wheelies**

A bicycle rack is provided for those who wish to ride their bicycles to school. King County law requires all bike riders to wear helmets. Puesta del Sol is not responsible for damage or theft of parts while bicycles are parked in the racks. Skateboards, roller blades and wheelies (shoes) are not allowed on campus at any time day or night.
**Student Placement**
The goal of student placement is that each student be placed in a positive learning environment. Staff members work collaboratively to build balanced classes that best meet the needs of each learner. Many factors are considered when placing students. Academic strengths, 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 using the “Request for Change of Placement” form found in the main office. Please note, a change of placement during the school year is rare and involves the classroom teacher.

**Academic Resources**
Bellevue School District has a variety of websites that you can access to learn about and find supports regarding curriculum and supports.

<table>
<thead>
<tr>
<th>Follett Shelf eBooks</th>
<th>PebbleGo</th>
<th>SIRS Discoverer</th>
</tr>
</thead>
</table>
| **Login**: Bellevue  
**Password**: bellevue | **Login**: puesta  
**Password**: koala4 | **Login**: pugetesd  
**Password**: cgrams |

<table>
<thead>
<tr>
<th>World Book Online</th>
<th>CultureGrams Kids</th>
</tr>
</thead>
<tbody>
<tr>
<td>Includes 25,000 encyclopedia articles &amp; numerous reference articles. Features include: Today in History, dictionary, video, audio, climates.</td>
<td>Includes 187 reports on cultures of countries at an easy reading level. Includes timelines, photos, recipes, famous citizens, fun facts.</td>
</tr>
</tbody>
</table>
| **Login**: bsd405  
**Password**: asdfg | **Login**: pugetesd  
**Password**: cgrams |
Bellevue School District has a variety of online tools that you can access to learn about and find supports regarding curriculum and supports. You will find some basic information below.

Please note it might take some time to get these sites current with this year. You might not have access within the first few weeks of school.

## PUESTA DEL SOL ELEMENTARY
### Instructional Technology Curriculum Information for Families

| **DREAMBOX** | This resource provides K-5 students with adaptive math support. Recommended use is 60-90 minutes per week. To access Puesta del Sol DREAMBOX classroom accounts, please visit this link. Request the classroom code from your child’s teacher. |
| K-5 | [https://play.dreambox.com/login/x5s9/puestadse](https://play.dreambox.com/login/x5s9/puestadse) |
| [dreambox LEARNING](#) | If accessing DREAMBOX through an app, you will need to enter our school code: x5s9/puestadse |
| Once on this site: | 1. Select the classroom teacher |
| | 2. Find name and select avatar |
| | 3. Logon using either their picture or text password |
| For support: | [https://support.dreambox.com/s/contactsupport](https://support.dreambox.com/s/contactsupport) |

| **RAZ-KIDS** | Raz-kids is an online digital library where students can access books in English and Spanish. This is an additional resource students use to practice their reading skills at school and at home. The Bellevue School District has purchased classroom subscriptions for students in kindergarten through second grade. |
| (Beginning October) | To access Raz-Kids, please visit: [https://www.kidsa-z.com/main/Login](https://www.kidsa-z.com/main/Login) |
| | Request login information from your child’s teacher |
| | Login information for Raz-Kids will be coming soon. You will receive more information from your child’s teacher. |
Math and literacy resources can be accessed through ThinkCentral. Students and families will need to use the BSD student portal to access the site. Students will be able to access any resources their teacher has assigned in literacy and math. If there are no resources to access, please contact your child’s teacher.

Website:
https://bsd405.sharepoint.com/sites/student/Pages/StudentPortal.aspx#

Login: Use student’s district credentials
s-lastnamefirstinitial@bsd405.org s#StudentID

Policies and Official Notices

This page is followed by a complete copy of the Bellevue School District Official Notices to its community members. School Board Policies are the District’s Rules and Regulations that a district abides by. Please review the information below and then the included documents carefully.

A few policies to highlight:

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:

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

1. 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.

2. 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.

3. Complaints may be submitted by mail, fax, e-mail or hand-delivery to the District Title IX Coordinator, Jeff Lowell, District Athletics and Activities Director at 12111 NE 1st St. Bellevue, WA 98008 / lowellj@bsd405.org / 425-456-4020. Any District employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

Investigation and Response

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

Superintendent Response

- The superintendent or designee will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit.
- The response will include:
  1) a summary of the results of the investigation;
  2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed;
  3) if sexual harassment is found to have occurred, the corrective measures the District deems necessary, including assurance that the District will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate;
4) notice of the complainant’s right to appeal to the school board and the necessary filing information; and
5) any corrective measures the District will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).

- The superintendent’s or designee’s response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's or designee’s mailing of a written response.
- The District will inform the complainant and their parent/guardian how to report any subsequent problems.

Other Complaint Options

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

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

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

Washington State Human Rights Commission (WSHRC)

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

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

Mediation

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a District may, at its own expense, offer mediation. The complainant and the District may agree to extend the complaint process deadlines in order to pursue mediation.
POLICY 3210 AND PROCEDURE 3210P
(NONDISCRIMINATION)

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

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

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

FILING A DISCRIMINATION, DISCRIMINATORY HARASSMENT OR SEXUAL HARASSMENT COMPLAINT

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

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

Complaint to the School District

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

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

**Step 3: School District Responds to Your Complaint**

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

**Appeal to the School District**

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

**Complaint to OSPI**

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

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

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

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

**Other Discrimination Complaint Options**

*Office for Civil Rights, U.S. Department of Education*
206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

*Washington State Human Rights Commission*
1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://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.*

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