

PARENT HANDBOOK: 2021-22



BELLEVUE HIGH SCHOOL

Established in 1949

Home of the Wolverines!

BELLEVUE HIGH SCHOOL

10416 SE WOLVERINE WAY

BELLEVUE, WA 98004

425-456-7000

Main Office FAX 425-456-7005

Athletics FAX 425-456-7042

Faculty FAX 425-456-7110

PRINCIPAL

Vic Anderson 425-456-7010

ASSISTANT PRINCIPAL

Katie Klug 425-456-7011

ASSISTANT PRINCIPAL

Thomas Gangle 425-456-7011

Athletic Director

John Hill

425-456-7038

Dean of Students

Arianna Giaroli

425-456-7109

ASB Advisor

Susan Day

425-456-7142

Activities Coordinator

Lynda Hurley

425-456-7091



THE WOLVERINE WAY, IT'S WORTH THE CLIMB.

*We hold high standards. We embrace the challenge together
and support one another along the way.*

OUR MISSION: WE ARE BELLEVUE

We are a community dedicated to learning. We are students, teachers, parents, staff, family, alumni and neighbors. Together we strive for excellence in all we do. We educate our minds and strengthen our hearts. **We are preparing for college and for life.**

WE VALUE ...

Thoughtful Action. Accountable Excellence. Shared Success. Respect for All.

We embrace challenges and aspire to excellence for ourselves and for our community. We respect others and ourselves. We're in it together.

WE ARE ...

Motivated. Prepared. Confident. Curious. Kind.

We recognize that excellence is never finished, and may not be within reach right from the start. So we are motivated and prepared—not just for the goals, but for the effort we'll put into them. We act with confidence not because we know the answers, but because we're ready to explore and discover new solutions. We are curious about what's beyond the textbooks and the tests. We take pride in our involvement with our school and our community.

A WOLVERINE ASKS ...

What can I do to make a difference? Where can I find a solution? How can I help others succeed?

A WOLVERINE STRIVES TO ...

Learn about other people, places, and cultures. Recognize, support, and celebrate individuals. Participate in the community. Create a better world.

A WOLVERINE IS ...

Honest. Accepting. Respectful. Kind.

NOTES FROM OUR ADMINISTRATION

The 2021-22 school year marks the fourth year of Bellevue School District 5-year Strategic Plan. Launched in October 2018, the strategic plan outlines our district's vision, mission, values, and goals centered on students, staff, and families.

Progress on the strategic plan was interrupted in March 2020 when the global pandemic forced school buildings to close, moving students, staff, and families into a new way of learning and living. All students began the 2020-21 school year with remote learning, with some students identified early on for in-person learning. Although we began welcoming hybrid students back into classrooms for in-person instruction during the second semester of the 2020-21 school year, the amount of in-person time was limited. As a result, adjustments to assessment of well-being and academic progress were necessary.

The 2021-22 school year will launch with tremendous enthusiasm and joy as students return to school building for full-time in-person learning. School staff will work to support students' well-being and social development while assessing and accelerating academic achievement.

Targets for the 2021-22 Annual Plan are aligned to Strategic Plan goals and Recovery Plan priorities.

Strategic Area	Priorities
Student Well-Being	Sense of belonging Social-emotional learning Mental health
Academic Success	Academic growth Accelerated proficiency Graduation success
Exceptional Staff	Staff engagement Educator diversity
Family and Community Engagement	Informed Supported Empowered

GOAL: Families, particularly those who have been traditionally marginalized, are more informed, better able to find support, and are more empowered to contribute to student success.

Just as staff engagement dropped in 2020-21, so too did the extent to which our families felt informed, supported, and empowered. The experience of individual families is always subject to a wide array of conditions and contexts. These differences were highlighted throughout COVID, but one thing remained true: our families have expressed a desire to connect with us more deeply, to be more informed about their individual student's academic progress and social-emotional well-being, and to find ways where we can truly engage as partners for their children's success.

Family and Community Engagement will continue to center on three priority objectives:

- **Informed:** A BSD family is informed when they can understand the academic and developmental expectations for their student and knows how to navigate the school system, where to find school-related information and obtain academic, health and wellness services.
- **Supported:** A BSD family is supported when they can utilize the systems within the district to serve their student's unique needs, strengths, and circumstances.
- **Empowered:** A BSD family is empowered when they can use their individual or their community's collective voice to advocate for student needs to be more equitably identified, answered, and solved, often through the definitive reallocation or redistribution of financial and/or other resources.

KEY STRATEGIES:

Strategies to help families feel Informed, Supported and Empowered.

Informed	Supported	Empowered
<p>Weekly email to all families and students: Principal Update</p> <p>PTSA Blast, Weekly Newsletter</p> <p>BHS Website: https://bsd405.org/bhs/</p> <p>BSD Website: https://bsd405.org/</p> <p>Morning Announcements during 2nd period class</p> <p>Monthly Principal Coffee – 2nd Wednesday of every month</p> <p>Multi-Language Coffee - Quarterly</p>	<p>Principal Coffees, two-way dialogue with the principal</p> <p>Curriculum Night – Staff introductions</p> <p>Report a Concern: https://bsd405.org/help/report/</p> <p>Report Bullying: https://bsd405.org/about/initiatives/bullying-prevention/</p> <p>Report anything or ask any question: https://bsd405.org/lets-talk/</p> <p>Contact the Principal, andersonv@bsd405.org</p> <p>Contact our Family Engagement Specialist, perezi@bsd405.org</p>	<p>Family and Student Affinity Groups: TBA</p> <p>Let's Talk: https://bsd405.org/lets-talk/</p> <p>Join our PTSA: http://www.bellevuehighptsa.com/wp/</p> <p>Monthly Principal Coffees – bring a topic, question or concern</p> <p>Contact the Principal, andersonv@bsd405.org</p>

SCHOOL RESOURCES

Accountant	456-7040
<ul style="list-style-type: none">• <i>Pay fines and fees</i>	
Activities/Athletics Office	456-7039 or maverk@bsd405.org
<ul style="list-style-type: none">• <i>Athletic Information: sports registration, building use, game and practice information</i>• <i>Activity Tickets: dances, guest passes, playoff games, clubs etc...</i>	
Attendance Office	456-7006
<ul style="list-style-type: none">• <i>Excused & prearranged absences</i>• <i>Lost and found</i>	
Clinic/Nurse	456-7143
College & Career Center	456-7028
<ul style="list-style-type: none">• <i>College planning & scholarships</i>• <i>WANIC/CTE jobs and internships</i>	
Counseling Center	456-7031
<ul style="list-style-type: none">• <i>Individual, academic, personal counseling, class scheduling, college & career planning</i>• <i>Community service and Wolverine Guard</i>• <i>Financial Assistance: Invest Ed Scholarship Program</i>• <i>Transcripts and scholarships</i>• <i>Naviance (college and career readiness software) access</i>	
Library	456-7029
<ul style="list-style-type: none">• <i>Return lost/overdue textbooks</i>• <i>Student laptop help desk</i>	
Main Office	456-7000
<ul style="list-style-type: none">• <i>General information</i>• <i>Parking</i>• <i>Lockers</i>• <i>PIV Passwords</i>• <i>Bus pass forms (or contact BSD Transportation Dept. at 456-4595)</i>	
Registrar	456-7037
<ul style="list-style-type: none">• <i>Enrollment of new students</i>• <i>Transcripts, new students, & transfers</i>	
Website Links:	
<ul style="list-style-type: none">• <i>Bellevue High School:</i> https://bsd405.org/bhs/• <i>Bellevue School District:</i> https://bsd405.org/• <i>BHS to pay fines and fees:</i> https://touchbase.bsd405.org• <i>Bellevue High PTSA:</i> http://www.bellevuehighptsa.com/wp/• <i>BHS Athletic Calendar:</i> http://www.kingcoathletics.com/	

COMMUNITY RESOURCES

Drug 24 Hour Help Line 206-722-3700

Children's Protective Services 1-800-609-8764

Crisis Clinic 24 Hour Help Line 1-866-427-4747

Eastgate Public Health 206-477-8000

ICHS Bellevue Medical & Dental 425-373-3000

Eastgate Public Clinic: 206-296-4920 or 1-800-244-4512

Domestic Violence Hotline 1-800-799-7233

LifeWire Domestic Violence:

425-746-1940 or 1-800-827-8840

Eastside Mental Health 425-502-3030

Poison Information Center 1-800-222-1222

National Sexual Assault Hotline 1-800-656-4673

Youth Eastside Services 425-747-4937

Most frequently sought links:

1. 2021-2022 BSD Academic calendar
<https://bsd405.org/wp-content/pdf/calendar/2021-2022-calendar.pdf>
2. BHS Bell schedule - <https://bsd405.org/bhs/resources/bell-schedule/>
3. PTSA & School Event Calendar -
<https://bsd405.org/bhs/resources/calendar/>
4. BHS Staff - <https://bsd405.org/bhs/about/bellevue-staff/>
5. BHS Activities and Clubs -
<https://bsd405.org/bhs/wolverines/activities-clubs/>
6. Naviance - <https://bsd405.org/bhs/counseling/naviance/>
7. Wolverine Guard
<http://www.bellevuehighptsa.com/wp/2021-2022-wolverine-guard/>
8. Community Service -
<https://bsd405.org/bhs/counseling/community-service/>
9. Athletics in High
<https://bsd405.org/departments/athletics-activities/high-school-athletics/>
10. BHS Counseling Center - <https://bsd405.org/bhs/counseling/>
11. Reflections
<http://www.bellevuehighptsa.com/wp/bhs-ptsa-funded-programs/reflections/>
12. Forms - <https://www.bellevuehighptsa.com/wp/332-2/forms/>
13. Parentvue - https://wa-bsd405-psv.edupoint.com/PXP2_Login.aspx
14. Course catalog
<https://bsd405.org/wp-content/pdf/curriculum/bsd-course-catalog-2021-2022.pdf>
15. High school transportation-Orca cards (school bus)
<https://bsd405.org/departments/transportation/bus-routes/>
16. Why do I need to do donation for school?
<http://www.bellevuehighptsa.com/wp/611-2/bhs-donations-explained/>

SCHOOL SERVICES

DAILY BULLETIN

The daily bulletin is read daily during second or third period. Students must submit the proper form, signed by an administrator, by noon on the day before the announcement is to be read. Announcements must relate to school or district functions. Like the daily bulletin, the weekly television program WAKE-UP, which is produced by BHS students, communicates important information about school functions and activities.

FREE AND REDUCED LUNCH AND INVESTED FINANCIAL ASSISTANCE

Students are encouraged to take advantage of the financial assistance available to them, including receiving school lunch meals at a free or reduced rate, as well as most class and activity-related fees such as lab fees, SAT/ACT fee waivers or reductions, and other school-related costs. Income guidelines for reduced price meals are established by the federal government and are on the application. Free & reduced lunch applications forms are available on the district website at <https://bsd405.org/services/nutrition-services/free-reduced/>.

COUNSELOR SUPPORT

Each student is assigned a school counselor. School counselors are available by appointment or on a drop in basis to help students with academic, social or personal concerns. Counselors also work with students in the classroom on course selection and post-secondary planning. Mental health counseling and drug/alcohol interventionists are available upon request. Students are encouraged to meet with their school counselor to discuss receiving confidential help and guidance. Parents with concerns are welcome to contact the school counselor via email.

SCHEDULE CORRECTIONS

Students are expected to select their courses wisely, as they will be held to the classes they registered for during Spring Registration. To request a schedule correction, you must complete the schedule correction form and return it to the counseling center. To be fair to all students, email and voicemail schedule correction requests will not be considered. Schedule correction requests will not be considered after the 10th school day. Schedule change requests are typically approved only when a student is placed in a class or level that is clearly an error or not appropriate. After 10 school days, the withdrawal policy indicates that a student will be withdrawn with an F grade unless there are significant extenuating circumstances.

SCHOOL RECORDS

Our Registrar is responsible for maintaining Permanent Academic Records and all official school records such as report cards and test scores.

HEALTH SERVICES

The Nurse's Office is located in the Counseling Center. Health services include care for those who become ill and injured at school, health counseling, and information about community health resources.

If you become ill while at school, please report directly to the Nurse's Office for assistance. You must sign out in the Attendance Office before leaving school due to an illness.

LOST AND FOUND

Personal belongings found on campus will be turned in to the Attendance Office. At the end of each month, unclaimed items will be donated to a local charity.

SCHOOL INSURANCE

Student accident insurance may be purchased through the district. Enrollment forms are available in the Activities Office.

ACADEMIC RESOURCES

ONLINE TUTORIALS: GRAPHING CALCULATORS, [WWW.TURNITIN.COM](http://www.turnitin.com), ONENOTE

Students are required to use a graphing calculator in their math classes. If you aren't familiar with this type of calculator, please access an online tutorial at: <http://www.prenhall.com/divisions/esm/app/graphing/ti83/>.

Students will use frequently use www.turnitin.com in their classes. Turnitin is an academic plagiarism detector program utilized by teachers and students to avoid plagiarism and ensure academic integrity. You can access a tutorial at the following website: https://guides.turnitin.com/01_Manuals_and_Guides/Student_Guides/01_Quick_Start_Guide

OneNote Class Notebook is an app that BSD teachers in One to One classrooms use to set up digital notebooks in their classes. Teachers use Class Notebook to deliver curriculum, review and grade students' assignments, and manage student collaboration. Information about OneNote can be found here: <https://bsd405.org/departments/district-technology/onenote/>

TUTORIAL AND EXTENDED TUTORIAL

Tutorial is an important part of the bell schedule, from 3:00 pm – 3:30 pm, where students are expected to return to one or more of their classes to speak with their teacher and clarify any concerns or questions they have. Teachers may also require that students attend tutorial.

COLLEGE & CAREER CENTER

Bellevue's Career Center is located across from the main office, on the first floor, and is staffed by the school College & Career Specialist. The College & Career Specialist makes classroom presentations and meets with individual or groups of students to assist them with the college search and application process, job-search skills, resume writing and explaining post-high school options. Students are encouraged to visit the College & Career Center to meet with the College & Career Specialist.

WEB SUPPORT

District Website: <http://www.bsd405.org> Bellevue High School Website: <https://bsd405.org/bhs/>

The Bellevue website is full of information. Links available include grades and attendance, the BHS academic and activities calendar, directory information, college planning checklists and much more. Stay current with updated information!

IS YOUR STUDENT HAVING PROBLEMS IN OR WITH ONE OF THEIR CLASSES?

Students who are experiencing problems in or with one of their classes need to follow these steps:

1. Have your student meet with their teacher individually to discuss their concern, either before, during, or after class, or in tutorial.
2. Have your student attend tutorial to discuss and problem solve academic or other concerns directly with your teacher.
3. If still unresolved, have your student schedule an appointment to meet with the school counselor.
4. If the concern is not resolved after meeting with your school counselor, schedule an appointment to meet with an administrator.

NAVIANCE: A COLLEGE PLANNING TOOL FOR BHS STUDENTS

Naviance Family Connection is a comprehensive website that students can use to plan for college and a career. Bellevue High freshmen, sophomores and juniors have been introduced to Naviance. This coming year, students will learn more about the program during counselor-led classroom guidance activities.

Naviance allows students to:

- Get involved in the planning and advising process – Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers; complete a 4 year course plan for high school graduation or college entrance requirements
- Research colleges – Compare GPA, standardized test scores, and other statistics; explore majors; compare student activities and athletics offered on campus

- Research careers – Research hundreds of careers and career clusters, and take career assessments; find out what college major is tied to your career choice
- Create plans for the future – Create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals
- Prepare for standardized tests – PREPME is a free, online SAT prep course available to all students

Naviance lets Bellevue High School share information with students and their families about upcoming meetings and events, local scholarship opportunities, and other resources for college and career information.

The Naviance web address is:

<https://connection.naviance.com/family-connection/auth/login/?hsid=bellevuehs>

Students obtained login information during their classroom guidance presentations. Students new to the school can receive their login information from the Counseling Secretary.

Students who forget their password can ask the Counseling Secretary to reset their password.

ASB CLUBS AND ACTIVITIES

Bellevue High School is a member of the Washington Interscholastic Activities Association (WIAA). Bellevue is proud to offer students the opportunity to participate in a number of clubs and activities. If you are interested in participating in one or more of the following clubs and activities contact the Activities Office, Activities Coordinator or the appropriate advisor.

The BHS website contains updated information about current ASB clubs. You can review them by going to to 'Wolverines' on the main page and selecting on 'Activities & Clubs' (see previous page for website address). There is also a posting of all the current clubs with locations and meeting times posted in the Commons.

ASSOCIATED STUDENT BODY (ASB)

The ASB takes on a tremendous responsibility not only to serve their fellow students, but also to represent BHS. The work of an ASB Officer is an essential part of the wellbeing of the entire BHS community and they accept significant responsibility for the direction our school will take in the coming year. Serving as an ASB Officer may be challenging, but it's extremely rewarding and the leadership skills learned and used are essential skills everyone needs. Elections are held each spring and are open to all grade levels.

CLASS OFFICERS

Class Officers are elected to serve their peers. From running class meetings to sponsoring class events, the officers are dedicated to making everyone feel welcome at BHS. Class officers, like ASB Officers, are called to service and while the position is sometimes challenging, the skills learned are valuable and the work is rewarding. Elections are held each spring and an officer serves for one year.

STARTING A NEW CLUB

Starting a club is easy and a great way to get involved and develop your leadership skills.

Get a club charter form from the activities office or online (<https://bsd405.org/bhs/wolverines/activities-clubs/>), complete and turn into the Activities Office. New charters are done for every club, every year. The ASB officers have a board meeting every Wednesday to discuss and approve or decline club charters. Clubs need to have a teacher advisor, at least 6 members and a clear mission that fits within our school mission and goals. We have four main areas clubs fall under:

- Athletic (groups like Water Polo and Lacrosse) – *these need administrative approval*
- Academic (groups like Math Club, Japanese Club, etc.)

Commented [SAM1]: This link does not work and is also on the BHS website.

- Educational (groups like DECA, Barque, Beacon, GSA, etc.)
- Service (groups like National Honor Society, Key Club, Peer Mediation, etc.)

GETTING INVOLVED AT BELLEVUE HIGH

Most students at Bellevue are involved in sports and/or clubs. They help build our school community and allow students to explore their interests while developing their leadership skills. We encourage all students to find something that they are interested in and then try to stick with it for several years. Bellevue High School offers many after-school activities and clubs. Most clubs meet weekly, although some are much more active than others. Any student can start a club by recruiting an advisor and some other members. All clubs must complete a charter each year and get approval from ASB. See the ASB Club Wall in the Commons to find out which clubs are meeting when and/or visit the club advisor listed below to find out more information about the club and how to join. Also, make sure to visit the Activities Fair in the Commons during lunch at the beginning of every semester. Get involved at BHS and make a difference in our school and community. Service clubs are a great way to earn your 40 hours required for graduation.

BELLEVUE HIGH SCHOOL SPORTS

NEW ATHLETES

1. Complete an online sport registration at <https://www.familyid.com/organizations/bellevue-high-school>
2. Have a current Physical on file with the Activities Office. Physicals are good for 24 months. **Please keep track of the date.**
3. Have completed the ImPACT testing for required contact sports OR sign up for ImPACT Testing on the sport registration website (familyid.com). ImPact testing is good for 24 months. If you do not attend one of the assigned times, there is a fee associated with the ImPact testing outside of Bellevue High School.
4. ASB cards **(\$75.00)** must be purchased to try out for all sports.
5. For non-cut sports: pay the "Pay to Play" **(\$100.00)** and Transportation **(\$50.00)** fee by season, two weeks prior to first practice. Students who drop from their sport before the first game/meet are eligible for refunds if the request is made prior to the first Game/Meet. Scholarships available; see the School Accountant. Golf – for tryouts only, green fees are the responsibility of the golfer.
6. For cut sports, fees are due by the 2nd Tuesday of the season. DO NOT PRE-PAY.
7. All fines must be cleared before the first tryout/practice.
8. Parent attends the meeting with Athletic Director and Coaches on the 2nd Tuesday of the season. Fees may be paid at that meeting if they have not been paid previously.
9. Students not currently attending the Bellevue School District must establish residency in the Bellevue High School attendance area. Non BSD or part time BSD students must provide a transcript from their other school. Please see the district website for requirements: <https://bsd405.org/schools/registration/>

RETURNING ATHLETES WITHIN CURRENT SCHOOL YEAR

1. Use your Family ID account to sign up for your sport.
2. Check with the Activity Office to be sure your physical & ImPACT testing are complete.
3. Check with the Coach or the Activities Office to be sure your student is on the roster for the sport they wish to participate in & has a current physical. Please email Activities Office for questions (jonestan@bsd405.org).
4. For non-cut sports: pay the "Pay to Play" fee by season (\$100.00) and Transportation Fee (\$50.00) two weeks prior to first practice. Students who drop from their sport before the first game/meet are eligible for refunds if the request is made prior to the first Game/Meet. Scholarships available; see Mrs. Gray in the Accounting Office. If you have reached the "Family Max" described on the "Pay to Play" sheet please notify Athletic Secretary. Golf – for tryouts only, green fees are the responsibility of the golfer.
5. For cut sports, fees are due by the 2nd Tuesday of the season. DO NOT PRE-PAY
6. All fines must be cleared before the first tryout/practice.
7. Parent attends the meeting with Athletic Director and Coaches on the 2nd Tuesday of the season. Fees may be paid at that meeting if they have not been paid previously.
8. Non-BSD or part time BSD students must provide a transcript from their other school.

FINES & FEES

Fines and fees can be paid online at <https://touchbase.bsd405.org>. Your user name is your student id number and your initial password is your last name (including capitalized letters). If you forget your password, please email: posalerts@bsd405.org

To pay in person, visit the School Accountant's office near the Commons. Hours are during lunch and after school. Credit Card is the preferred method of payment.

BHS Athletic Website: <https://bsd405.org/bhs/wolverines/athletics/>

BHS Athletic Calendar Website: <http://www.kingcoathletics.com/>

Athletic Director, John Hill – hillj@bsd405.org, 425-456-7038

Athletic Trainer, Andrew Chan – chanan@bsd405.org, 425-456-7144

Activity Secretary, Kelli Mayer – mayerk@bsd405.org, 425-456-7039

Contact the coach or check the website for details on practice/games and email distribution.

ATHLETIC/ACTIVITY CODE

INTERSCHOLASTIC ACTIVITIES: ATHLETICS/ACTIVITIES CODE

[School Board Policy 2151](#) and [School Board Procedures 2151P](#)

The Athletics/Activities Code is in effect from the time a student is enrolled in any one of the district's high schools until the student graduates from any one of the district's high schools. Sanctions issued under this procedure will be implemented by the school principal or assistant principal in consultation with other staff as appropriate. If a student commits an infraction of this Code, but is not currently involved in a sport/activity, the sanction will be applied in the next consecutive sports season in which the student participates. The complete Athletic/Activity Code Policy (Policy 2151 and Procedure 2151P) is included in the Policies and Procedures section of this handbook. Please reference this section for the full policy.

POLICIES, PROCEDURES AND SCHOOL GUIDELINES

STUDENT BEHAVIOR: RIGHTS, REGULATIONS, AND CONSEQUENCES

Students who are unable to meet the expectations of Bellevue High School will be given assistance to change their behavior. Treating people fairly does not mean treating everyone the same. This allows for flexibility in applying consequences in order to best meet the needs and individual situations of each person.

In some cases, state and local laws or Bellevue School District policies specifically mandate consequences. Specific policies, as well as the Statement of Student Rights and Responsibilities are included in this handbook.

CLASSROOM EXPECTATIONS AND MANAGEMENT

All teachers will distribute "Class Expectations" at the beginning of the year/semester. Students and/or parents will read and sign the document.

1st Offense of "Class Expectations":

- Teacher will have a one-on-one conference with student.

2nd Offense of "Class Expectations":

- Teacher will schedule an additional conference with student at a mutually convenient time. Teacher will also document event.

3rd Offense of "Class Expectations":

- Teacher will communicate concerns directly with parents via phone or email. Teacher may refer the student to administration for further consequences. Teacher will document time, date, and conference notes.

NOTE: Disciplinary action may be reflected in a student's college application process.

Bellevue High School abides by the National Association for College Admission Counseling Statement of Principles of Good Practice. We will report any significant change in candidates' academic status or qualifications, including personal conduct record, which occurs between the time of recommendation and graduation if requested by a college/university application.

ACADEMIC HONESTY

Bellevue High School places high expectations and great emphasis on academic excellence. True achievement and advancement can only be made when students are honest and follow high ethical values, not only when testing, but in writing, presenting ideas, and any aspect of education occurring on or off campus. Grades must be a veritable indication and measure of students' own work and knowledge.

Academic dishonesty falls under two categories: Cheating and Plagiarism.

CHEATING includes, but is not limited to:

- Copying test answers OR providing test answers
- Sharing test questions and answers
- Possessing or using crib or cheat sheets and body art
- Deliberately missing a class period to avoid an assignment or test
- Acquiring a test, or removing it from the room when not permitted
- Copying all or part of another person's homework
- Presenting another person's work as your own
- Providing/allowing the copying of homework
- Using Cliff/Spark Notes instead of reading text
- Receiving help on an assignment designated as only to be done by you
- Using electronic devices for any of the purposes listed here

PLAGIARISM includes, but is not limited to:

- Using another writer's words and/or without proper citation. If you use another writer's words and/or ideas, you must place quotation marks around the quoted material and include a footnote or other indication of the source of the quotation.
- Citing your source but reproducing the exact words of a printed source without quotation marks. You must use quotation marks when using or incorporating the exact words from a printed text.
- Borrowing all or part of another student's paper or outline to be used for your own.
- Using a paper-writing "service" or having a friend write the paper for you.

Cheating and Plagiarism will result in disciplinary action.

Please see the BSD board policy 3241P exhibit B for more information.

Disciplinary action for cheating or plagiarism may include the following:

- | | |
|-----------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| First Offense: | Student receives a failing grade on the test or assignment and an administrator and parents/guardians are notified. |
| Second Offense: | Student receives a failing grade on the test or assignment and is referred to an administrator for school-based disciplinary action. |
| Third Offense: | Student receives a failing grade for the test or assignment, school-based disciplinary action assigned, and the students may be required to meet with the counselor and an administrator before returning to the class. |

ASSEMBLY CONDUCT EXPECTATIONS

The purposes of BHS assemblies are to generate positive school spirit and to recognize students' contributions to our program. Therefore, please remember the following:

- Leave all books and materials in the class from which you are dismissed.
- Report directly to the gym so the assembly can start on time.
- No food or drinks are allowed in the gym during an assembly.
- Classes sit, by grade, in designated sections.
- Listen respectfully when the emcee is introducing people or making a presentation
- Cheer when the cheerleaders prompt you to do so. Enjoy yourselves but NOT at someone else's expense. Negative chants are not appropriate and will not be tolerated.
- Stay seated in the bleachers until the emcee dismisses your section.

ATTENDANCE POLICY & GUIDELINES [School Board Policy 3122](#) and [School Board Procedures 3122P](#)

Excused Absences

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

1. Illness or medical emergency.
2. Family emergencies.
3. Observances of established special days of a religious calendar.
4. Pre-arranged medical and dental appointments.
5. Pre-arranged school-sponsored activities, such as field trips.
6. Absences which, according to the discretion of the principal, or his/her designee, after consulting with the parent, guardian, or adult student, may be deemed appropriate but not covered in the above-stated instances for a maximum of five days.

In order 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, after two unexcused absences within any month a conference will be held between the parent, student and principal or designee for remediation/problem solving.

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 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 in accordance with the direction given by the juvenile court and the prosecuting attorney's office.

Early Release

Students are expected to remain in class until the end of the class. This means that students are expected to be in their classrooms, engaged in the learning, until the students have been dismissed by the teacher. 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.

Elementary students: Every three unexcused early releases will equal an unexcused absence. These unexcused absences will be treated like all other unexcused absences.

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 or Punishment)

Loss of Credit

High school or middle school students taking classes for high school credit with excessive absences in a semester may be subject to loss of credit for that class. Absences caused by a student's observance of established religious holidays, student's participation in school-sponsored activities, or out-of-school suspension shall not be counted among the absences. Principals considering imposing loss of credit must confer with the Supervisor of Pupil Management prior to imposing a loss of credit.

The BECCA Bill: Washington State Truancy Law

The Attendance office, administrators and counselors will ensure that Bellevue High School complies with the state truancy law, RCW 28A 225. The law requires parents to cause their student(s) to attend school regularly and to provide valid justification to the school when their student(s) is absent. Bellevue High School will notify parents/guardians of unexcused absences. Students may be subject to consequences such as conferences, detention, in-school suspension, or loss of credit due to continued unexcused absences. Accommodations such as a schedule change will also be considered.

BHS STUDENT'S RESPONSIBILITIES FOR ATTENDANCE

1. **Returning to school after an absence:** Parents/guardians shall notify the Attendance Office within two school days with the dates and reason for the absence by phone, e-mail, or written note. Unexcused absences, including skipping any classes, may result in school discipline.
2. **Make-up Work:** Students have the right to make up work after an excused absence. It must be done in a timely manner and students may be assigned to tutorial to make up missed work. Teachers determine the amount of time given to complete make-up work. Teachers are not required to give you the opportunity to make up work for unexcused absences.
3. **Pre-arranged absences:** All absences related to non-school activities must be pre-arranged and there is a maximum of five days. The pre-arranged absence form can be obtained from the Attendance Office. The form requires signatures from an administrator, teachers, and a parent/guardian.
4. **Family Vacations During School Sessions:** Families should not schedule vacations to occur while school is still in session. If a family vacation must occur while school is in session, it must be pre-arranged. The pre-arranged absence form must be completed and turned in 5 school days prior to the absence. Prearranged absences due to vacation for more than five days in a school year will not be approved. Failure to follow procedure will result in an unexcused absence.
5. **Students who are 18 years old or older:** Once you turn 18, you may obtain a form from the Attendance Office indicating you wish to write your own notes for excused absences. The form requires signatures from your parent/guardian and you. The privilege of signing notes may be rescinded by the administration for just cause.
6. **Signing out of school:** If you have an appointment and must leave during the school day, you need to bring a note from home to the Attendance Office before school. You will then receive a note excusing you from class for your appointment, which you will then present to your teacher in order to be let out of class.

BHS ATTENDANCE TUTORIAL

Bellevue High School students need to be in class and ready to learn at the bell. **Students will be marked absent if they arrive after 50% of the class period is over.** Students who leave early from class will be marked absent. Students who have five or more tardies in one week, will be assigned a Wednesday Attendance Tutorial. The purpose of this is to make-up the instructional time that was missed due to being tardy to class. If students fail to attend Attendance Tutorial, they may be assigned progressive discipline including but not limited to Saturday School and/or In-School Suspension.

COMPUTER NETWORK ACCESS

Bellevue High has a fully functioning computer networking system. Access to this network, or BSDNET, is a privilege, not a right. Access is limited to ACADEMIC use only. Students are assumed to have parent permission to access the Internet unless parents sign and return the appropriate form. All students who access the Internet must agree to abide by student use guidelines. Students may not access their own personal accounts from private Internet providers via BSDNET. Violations of student access rules will be dealt with under the provisions of Policy 3241. Penalties may include suspension or revocation of network access and related privileges.

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

- Personal information such as addresses and telephone numbers should remain confidential when communicating on BSDNET.

- Students should never make appointments to meet people in person without district and parent permission.
- Students should notify their teachers or other adults whenever they come across information or messages that are dangerous, inappropriate, or make them feel uncomfortable.

SCHOOL DANCES: EXPECTATIONS AND CONTRACT

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

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

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

- ✓ Guest permission forms need to be submitted to the Activities Office 2 schools days prior to purchasing tickets. You may not bring a guest without a permission slip. They may not buy tickets at the door.
- ✓ Guest ticket numbers must match the guest name on the guest register at the door. Photo ID is required.
- ✓ Guest must be school-aged between 14 and 20 years old to attend.
- ✓ You are responsible for your and your guest's behavior and conduct at the dance. Please help to make Bellevue's dances safe and enjoyable for all students who attend.

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

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

Your promise to support the BHS Dance Policy is very important. Please read the policy, by attending the dance you are agreeing to the guidelines.

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

These dance expectations are expected to be followed by anyone attending our BHS dances. Non-BHS guests must be accompanied by a BHS student (1-1) and also must follow these guidelines.

STUDENT DRESS CODE [School Board Procedures 3224P](#)

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

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

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

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

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

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

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

LOCKERS

You have the privilege of the use of a locker to store school-related materials and supplies during the school year. The locker assigned to you is for your convenience only; it is not required that you have a locker. Lockers are available on first come, first served basis with priority given to freshmen and sophomores.

The Bellevue School District and Bellevue High School assume no responsibility for lost or stolen property that you put in your locker. Report thefts or vandalism to the Main Office or the SRO. The BHS School Resource Officer will follow up on your report.

Lockers may be inspected or searched by school officials at any time without prior notice. Law enforcement, including narcotics/explosives detection police dogs, may also inspect or search lockers. Misuse, abuse, or damage to your locker may result in the loss of privilege to use it.

The locker must be cleared at the end of the school year or if a student withdraws during the school year. The contents left in the locker will be donated to charity.

To assure the safety and security of any items in your locker:

- Be sure the locker is locked after each use (Spin it!). Do not pre-set the combination for a quick opening.
- Do not give the combination to anyone.
- Do not let anyone use or share the locker.
- Do not trade or exchange lockers without informing the Main Office.
- ONLY the official occupant can request repairs.

We recommend that you avoid leaving valuable possessions, cash, or credit cards in your locker.

BE SURE TO KEEP YOUR BELONGINGS IN YOUR ASSIGNED LOCKER ONLY.

If you have a problem with your locker, report this immediately to the Main Office.

If necessary, we will change the locker combination for you.

HOW TO OPERATE YOUR LOCKER:

1. Turn the dial 3 times to the right and stop on the first number of the sequence.
2. Turn the dial to the left, pass the first number of the sequence and stop on the second number.
3. Turn the dial to the right and stop on the third number of the sequence.
4. Pull up the shackle. If the locker door does not open, try again being very accurate. After third attempt, see locker manager for help.

METRO PASS INFORMATION & PRIVILEGES

Metro Bus Passes are issued to students who are eligible. Please review Metro Bus Pass rules and regulations issued by the Bellevue School District Transportation Office.

For answers to other questions about transportation, call Bellevue High School (425-456-7000) or the District Transportation Office (425-456-4512).

STUDENT PARKING POLICY

Bellevue High School has specific policies and guidelines for student parking on campus. The full policy is available using the following link.

<https://bsd405.org/bhs/resources/parking-transportation/>

PERSONAL PROTECTION SPRAY DEVICES

State law requires that students ages 14-17 have parent permission to carry PPSDs to school. Contact the Bellevue School District for more information and approval.

PHONES AND ELECTRONIC DEVICES

All cell phones and/or electronic devices usage in the classroom will be determined by a supervising staff member. The assumption is no personal use is allowed during class time, unless student(s) have teacher consent to use. The student can act with respect by:

- i. Placing the device on silence or vibrate during class hours.
- ii. Lower the laptop lid to a 45-degree angle or shut position when not in use in the classroom.
- iii. Put devices away in a bag, backpack or purse so as not to distract the entire class or a classmate.
- iv. Respect the classroom rules.

1st Violation: The electronic device can be confiscated by classroom teacher or staff member and returned upon an agreed upon time, with the student on the same school day, by the same staff member.

2nd Violation: At the teacher's discretion, a parent/guardian could be required to pick up the device from a designated staff member in the Main Office.

3rd Violation: (and subsequent violations of the policy): Administrator is notified and a parent/guardian will pick up the device from the administrator. Other consequences may be imposed by the administrator.

POSTING AND DISTRIBUTION OF MATERIALS

Administration must sign off on all distributions or postings on campus (BSD Policy 4060). Once approved, materials posted on walls must be secured with tape provided by the Activities Office. Materials are not to be posted on windows or display cases. Materials that are posted in undesignated areas or that are not in compliance with district policy will be removed. Display cases are to be used for classroom or club displays with teacher or advisor approval only.

SKATEBOARDS, SCOOTERS, AND BICYCLES (Including electric and motorized)

Skateboards, scooter, and bicycles (including electric or motorized) may not be ridden or carried on campus. They should be kept in your school locker during the day. Bicycles must be parked and locked during school hours.

VISITORS ON CAMPUS

Bellevue High does not allow students to bring non-BHS students onto campus for the purpose of attending classes. If a non-student is meeting you or picking you up, have him/her remain in their car and wait for you in the front load/unload zone.

ALL VISITORS MUST SIGN IN AT THE MAIN OFFICE.

BELLEVUE SCHOOL DISTRICT POLICIES AND PROCEDURES

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

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

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

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

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

Appeal Process for:

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Definitions

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

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

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

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

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

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

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

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

Staff Intervention

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

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

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

Filing an Incident Reporting Form

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

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

Investigations of Harassment, Intimidation and Bullying Allegations

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

1. Upon receipt of the Incident Reporting Form that alleges harassment, intimidation or bullying, the school or district designee will begin the investigation. Allegations against building staff will be investigated by a central office administrator and/or designee. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.
3. 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.
4. 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.
5. 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.
6. The investigation will include, at a minimum:

- An interview with the complainant;
 - An interview with the alleged aggressor(s);
 - A review of any previous complaints involving either the complainant or the alleged aggressor(s); and
 - Interviews with other students or staff members who may have knowledge of the alleged incident.
 - An interview with the parent, as appropriate.
 - 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:
 - The results of the investigation;
 - Whether the allegations were found to be factual;
 - Whether there was a violation of policy; and
 - 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* (lowelli@bsd405.org or 425-456-4020). Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

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

Informal remedies may include:

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

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

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

Formal Complaint Process

Level One – Complaint to District

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

Filing of a Formal Complaint

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

Investigation and Response

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

Superintendent Response

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

Other Complaint Options

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

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

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

Washington State Human Rights Commission (WSHRC)

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

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

Mediation

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

POLICY 3210 AND PROCEDURE 3210P (NONDISCRIMINATION)

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

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

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

FILING A DISCRIMINATION, DISCRIMINATORY HARASSMENT OR SEXUAL HARASSMENT COMPLAINT

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

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

Complaint to the School District

Step 1: Write Out Your Complaint

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

Step 2: School District Investigates Your Complaint

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

Step 3: School District Responds to Your Complaint

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

Appeal to the School District

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

Complaint to OSPI

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

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

Email: Equity@k12.wa.us

Fax: 360-664-2967

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

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

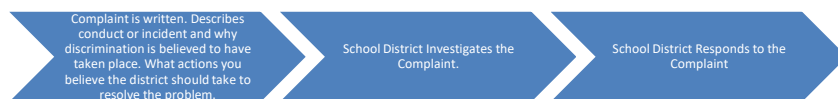
Other Discrimination Complaint Options

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

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

Washington State Human Rights Commission

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



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

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

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

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

Excused Absences

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

The following are valid excuses for absences:

1. Participation in a district or school-approved activity or instructional program;
2. Illness, health condition or medical appointment (including but not limited to medical, counseling, dental or optometry);
3. Family emergency, including but not limited to a death or illness in the family;
4. Religious or cultural purpose including observance of a religious or cultural holiday or participation in religious or cultural instruction;
5. Court, judicial proceeding, court-ordered activity or serving on a jury;
6. Post-secondary, technical school or apprenticeship program visitation, or scholarship interview;
7. State-recognized search and rescue activities consistent with RCW 28A.225.055;
8. Absence directly related to the student's homeless status or foster care/dependency status;
9. Absence resulting from a disciplinary/corrective action. (e.g., short-term or long-term suspension, emergency expulsion) if the student is not receiving educational services and is not enrolled in a qualifying "course of study" activities as defined in WAC 392-121- 107
10. Absences due to student safety concerns, including absences related to threats, assaults or bullying
11. Absences due to a student's migrant status; and
12. Principal (or designee) and parent, guardian, or emancipated youth mutually agreed upon approved activity. The school principal (or designee) has the authority to determine if an absence meets the above criteria for an excused absence.

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

Unexcused Absences

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

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

At such a conference the principal or designee, student and parent may consider:

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

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

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

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

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

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

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

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

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

Tardies

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

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

Early Release

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

Sanctions

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

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

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

Complaints

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

When addressing informal complaints, the involved parties should:

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

Formal Complaint - Step 1

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

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

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

Formal Complaint - Step 2

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

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

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

PARTICIPATION IN ATHLETICS AND ACTIVITIES

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

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

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

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

A. Preamble

The Bellevue School District (the District) is committed to ensuring an environment where all student participants (participants) have every opportunity to engage in programs aligned with the District's Vision, Values, and Purpose for athletics and activities. It is also important to remember participation in extra-curricular programs is not an entitlement. The district is committed to equitable access to extra-curricular activities for each and every participant and when necessary, an equitable application of corrective action(s) for participants at the discretion of building administrators (Principals or Assistant Principals) and/or Athletic/Activity Director.

Corrective actions will be consistent with the District's mission and goals and in the best interest of students. The building administrators (Principals or Assistant Principals) and/or Athletic/Activity Director will ensure that corrective action is consistent, fair and balanced; progressive in nature; and considers the developmental level of the participant.

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

Each school, program, and activity will notify all participants about the Code, its requirements and corrective actions on an annual basis.

B. Implementation of Corrective Action and Process

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

C. Alcohol, Drugs, and Other Mood Altering Substances

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

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

D. Appeals of a Corrective Action

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

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

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

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

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

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

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

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

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