



BELLEVUE DIGITAL DISCOVERY

We are a learning community that values the humanity of our students, staff, and families. We provide an equitable and exceptional education for all students. We affirm and inspire each and every student to learn and thrive as creators of their future world.

SCHOOL HANDBOOK K-12

**12011 NE 1st Street
BELLEVUE, WA 98005
425-456-4045**

Discovery@bsd405.org

<https://bellevuedigitaldiscovery.bsd405.org/>

Contents

Principal's Welcome Letter	- 2 -
Welcome to Bellevue Digital Discovery!	- 4 -
Schoolwide Expectations	- 6 -
Getting Involved	- 8 -
Elementary Online Daily School Schedule.....	- 9 -
Elementary Site-based Daily School Schedule.....	- 10 -
Middle School (7-8) Site-based Daily School Schedule.....	- 10 -
Secondary Daily School Schedule	- 10 -
School Calendar Year	- 11 -
School Expectations.....	- 11 -
Grading Policies.....	- 18 -
Bellevue School District Policies and Procedures	- 22 -

Principal's Welcome Letter

Dear Families,

We are thrilled to welcome your family to Bellevue Digital Discovery. Our online program offers a permanent K-12 learning option for students in the State of Washington. Our school offers different learning models.

Our Elementary program (Grades K-6*) follows the [Alternative Learning Experience](#) instructional model. ALE programs include courses or grade-level coursework where some or all the instruction takes place independently from the regular classroom or school setting.

Students build their Written Student Learning Plan by choosing from a flexible mix of learning options, including:

- Site-based classes taught by BSD teachers for K-8 students that are held at our Discovery Learning Lab classroom space located in the Wilburton Instructional Service Center.
- Home-based instruction taught by parents
- Online live synchronous classes taught by BSD teachers for Elementary students

A certificated BSD teacher and parents develop a Written Student Learning Plan for each student, combining the above options and aligning with state and district standards. At least 28 hours of planned learning activities per week will be reflected in the plan.

Certificated teachers and families partner together to make curriculum choices and learning experiences to support the Learning Plan.

*Most 6th grades will be in the Elementary Program who start at the beginning of the beginning of the year, but some could apply for the Secondary Program and be accepted on a case-by-case basis.

Our Secondary program (Grades 6-12) also follows the [Alternative Learning Experience](#) instructional model in partnership with Imagine Edgenuity.

This model allows significant flexibility in where and when instructional hours are provided. Students engage in online learning at their own pace, and their courses are taught by Imagine Edgenuity teachers certificated in Washington State. Students in Secondary also have one synchronous class twice per week, on Tuesdays and Fridays:

- 6th, 7th, 8th graders: Discovery Advisory

- 9th – 10th graders: Discovery Pathways
- 11th – 12th graders: Discovery Future Ready

These courses are taught by Bellevue School District teachers. Students engage in team and community-building activities and have a space to talk about their needs. Lessons focus on social-emotional learning, study skills, goal setting, and global competency.

Middle School Students in grades 7-8 have the option to add one day of site-based classes on Wednesdays to their Written Student Learning Plan.

Best regards,

A handwritten signature in blue ink, appearing to read 'T. C. Duenwald', with a stylized, flowing script.

Thomas C. Duenwald
Principal

Welcome to Bellevue Digital Discovery!

Bellevue Digital Discovery
12011 NE 1st Street
Bellevue, WA 98005

Digital Discovery Main Office (425) 456-4045
Bellevue School District Public Information (425) 456-4000

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



The School Expectations in this handbook are based on Bellevue School Board [Policies & Procedures](#) and are reviewed regularly by the Digital Discovery staff and amended as necessary.

Our intent for the information contained in this handbook is to be useful, clear and easy to understand. Throughout the year, please review the handbook with your student. Your questions and suggestions for improvement of future editions are welcome. Please e-mail Discovery@bsd405.org with suggestions and feedback. Thanks!

Bellevue Digital Discovery Staff Directory

Please check the staff list here: <https://bellevuedigitaldiscovery.bsd405.org/our-school/staff>

Schoolwide Expectations

Digital Discovery is a school that works to create a positive social-emotional learning environment and a challenging and supportive academic experience for each child. Our staff is committed to establishing and maintaining positive and clear expectations for behavior in our online classrooms. All members of the Digital Discovery community understand and demonstrate Discovery's "Big 3":

***Make Good Choices**

***Solve Problems**

***Show Respect**

Area	Make Good Choices	Solve Problems	Show Respect
Online Classroom (Synchronous Learning)	- Keep camera on during each session. This allows teachers to better support your learning. - Stay engaged in learning, turn off other distractions during learning time - Wear headphones if they help you focus. Ask your teacher for a pair if you need a set. - Do your best on each assignment and post them to Teams by the due date. - Use your BSD device.	- Try to solve the problem yourself first. - If you can't solve the problem, raise your hand and ask for help from your teacher. - Contact your teacher if you receive any Chat messages that make you feel upset or uncomfortable.	- Only post kind and helpful words in the "chat." - Raise your hand and wait patiently for the teacher to call on you. - Use kind and polite words. - Say "please" and "thank you." - Respect each other's privacy. - Use Teams Chat appropriately. <i>(* Read the school expectations chart below.)</i> - You may use the bathroom as needed, but are expected to take no longer than 5 minutes and need to send the teacher a quick "BRB" (be right back) Chat note.

Online recess and lunch time	• Take a break from screens. • Have a healthy snack or meal. • Go outside if the weather is nice.		• Exit all Teams meetings. • Follow teacher expectations for recess and lunch.
Asynchronous Time (K – 12)	• Only submit work that is your own. • Properly cite sources when used in research. • Post your assignments by the due date.	• Promptly email or send a chat to your teacher when you have a question or need help. • Communicate daily with your family about your academic progress. • Contact your teacher if you receive a Chat message that makes you feel upset or uncomfortable.	• Use respectful words in all communications with other students and staff. • Handle school devices with care.
Site-based classes	• Please arrive a couple of minutes early, but no more than 10 minutes early. • Sign your student in. • Adults and siblings may wait in the Family Zone where workstations are available. They need to sign in & out at the counter.	• Contact your teacher first if you're having a bad day. We can provide extra support and care. • If you need additional materials, please let us know so we can help get you curriculum, supplies, copies, etc.	• Choose the best seat for your learning. • Raise your hand to share ideas or ask questions. • Do not interrupt others, wait your turn. • Speak respectfully, participate, and listen actively. • Bathroom breaks during our learning blocks are given as needed. Students can raise their hand and get a pass to go to the bathroom

			• Wiggle breaks are built in throughout the day • Have fun!
--	--	--	--

Expectations for Teams Private Chat Usage:

- All students may use Teams Private Chat to communicate with teachers and students they know regarding school-related content (for example, working on a project with a peer, asking a teacher a question, or asking a peer a school-related question).
- The district sees and monitors all content posted in Teams Chat.
- We encourage students to build positive relationships with each other and expect to use non-district modes of communication for non-school related topics.
- If a student is not using Teams Private Chat for school appropriate purposes, or posting disrespectful words or images in Chat, they will receive one warning, or opportunity for a “do-over.” If this behavior happens again, the student will have their Chat suspended for a week. If there is a third incident, the student will have Chat suspended for a time deemed appropriate by the principal.

Student Profile & Background Picture Policy:

Student Teams profile and background pictures can be a photograph or graphic that represents you. Examples of representative graphics include geographic locations, pets, automobiles, caricatures and avatars.

The photo or graphic representation, or the out-of-office automatic reply message, cannot contain elements that might be interpreted as vulgar, prejudicial, inflammatory, gang-related, violate copyright laws, or are otherwise found to be offensive to other students or to faculty. Please don't include other students in your profile picture without their permission. Photographs, graphics, or messages found to violate this policy will be removed, and you will be notified of the violation.

Getting Involved

One of the best ways to learn what's happening at Digital Discovery is to get involved. You can become involved in different ways:

1. Read the newsletters.

One of the best ways to learn what's happening at Digital Discovery is to read the Elementary weekly newsletters emailed directly to families by BSD teachers, and to read emails from Principal Tom Duenwald.

2. Join the PTSA

- You can join the PTSA by purchasing a membership here: [Bellevue Digital Discovery Store](#)
- Check the PTSA Facebook page here: [Bellevue Digital Discovery PTSA Facebook](#)
- Email: DigitalDiscoveryPTSA@gmail.com

3. Join the ASB

Students can purchase an ASB membership on the Digital Discovery website:

<https://www.bsd405.org/programs-and-services/technology-services/online-payments>

The 25-26 ASB membership dues are \$30 for all students in K-12.

We know that when families and schools work together in the lives of our children, their opportunities and potential for success soar!

Elementary Online Daily School Schedule

Monday, Tuesday, Thursday, Friday Daily Schedule

9:00am – 11:45am: AM Synchronous Learning

11:45am – 12:45pm: Lunch and Recess

12:45pm – 2:55pm: PM Synchronous Learning

2:55pm – 3:30pm: Independent Learning

Wednesday Daily Schedule

9:00am – 11:30am: AM Synchronous Learning

11:30am – 12:30pm: Lunch and Recess

12:30pm – 1:15 pm: PM Synchronous Learning

Flex Day for Elementary Students

To support consistency in learning, please keep in mind:

- Elementary online classes follow a continuous 4-day-a-week curriculum with an option for site-based or additional online opportunities 1 day a week on their Flex Day.
- If you choose full-time online classes and would like your student to attend site-based classes:
 - Grades K–2 students may attend in-person classes only on Monday Flex Day.
 - Grades 3–6 students may attend in-person classes only on Friday Flex Day.

Elementary Site-based Daily School Schedule

Monday (K-2), Tuesday (3-6), Thursday (K-2), Friday (3-6) Daily Schedule

9:00am – 11:55am: AM Synchronous Learning

11:55am – 12:45pm: Lunch and Recess

12:45pm – 2:50pm: PM Synchronous Learning

2:50pm – 3:30pm: Independent Learning

Wednesday Daily Schedule

9:00am – 11:55am: Parent connection meetings

11:55am – 12:45pm: Lunch and Recess

1:15pm – 3:30 pm: PTSA sponsored clubs and activities

Middle School (7-8) Site-based Daily School Schedule

Wednesday Schedule

9:00 am – 11:25 am: Site-based classes

11:25am – 12:30 pm: Lunch and Recess

12:30 pm – 1:15 pm: Site-based classes

Secondary Daily School Schedule

Tuesday and Friday Schedule:

Class name	GRADE LEVEL	TIME
Discovery Advisory	6/7	11:00 am - 11:40 am
Discovery Advisory	7/8	11:45 am – 12:25 pm or 2:20 pm – 3:00 pm
Discovery Pathways	9/10	11:00 am - 11:40 am or 11:45 am – 12:25 pm or 1:00 pm – 1:40 pm
Discovery Future Ready	11	9:45 am – 10:25 am or 1:00 pm – 1:40 pm
Discovery Future Ready	12	9:00 am – 9:40 am or 2:20 pm – 3:00 pm

Important: Secondary students must plan to spend approximately 1665 minutes completing coursework for all Edgenuity courses, Monday – Friday.

School Calendar Year

The Bellevue Digital Discovery follows the same schedule as all Bellevue School District schools. Select this link to access the current calendar for this school year. [BSD Calendar](#)

School Expectations

Academic Integrity:

“Integrity is doing the right thing, even when no one is watching.” - C.S. Lewis

Academic integrity refers to the ethical principles and values that govern academic work, research, and scholarship. It encompasses a range of behaviors, such as honesty, fairness, responsibility, and respect for intellectual property, that are essential for maintaining the integrity of the academic process. In practical terms, academic integrity means that students and educators are expected to produce their own work, credit sources properly, follow ethical guidelines for research and experimentation, and adhere to the standards of their academic institution or discipline. Maintaining academic integrity is crucial for ensuring the credibility and validity of academic scholarship, and for fostering an environment of trust, respect, and collaboration within the Digital Discovery community.

Online learning is an innovative and evolving form of education. At Bellevue Digital Discovery, we recognize the importance of a proactive approach to addressing academic integrity. Students are expected to only submit work that is fully written and/or created by themselves. Students are expected to properly cite all sources used in the creation of assignments. Imagine Edgenuity also employs technologies to ensure that student work is original and not plagiarized, including identifying work that may have been generated by artificial intelligence. Digital Discovery also has access to <https://www.turnitin.com/>, a learning tool for monitoring academic integrity and identifying potential instances of plagiarism.

All Digital Discovery students are expected to adhere to high standards of academic honesty and integrity in all their academic work. The policy emphasizes the importance of original work and proper citation of sources, and prohibits cheating, plagiarism, fabrication, and collusion.

The process for enforcing the academic integrity policy includes several steps:

1. Educating students: Students are educated about the importance of academic integrity and provided with resources to help them understand how to avoid academic dishonesty.
2. Investigating allegations: If a teacher or administrator suspects that a student has violated the academic integrity policy, they will investigate the allegations and gather evidence.
3. Informing the student: The student is informed of the allegations and given an opportunity to respond.
4. Determining responsibility: Based on the evidence gathered, the teacher or administrator will determine whether the student is responsible for a violation of the academic integrity policy.
5. Applying consequences: If the student is found responsible for a violation, the teacher or administrator will apply appropriate consequences, which may include a reduced grade, retaking the assignment or course, and further disciplinary action.
6. Reviewing the case: Students have the right to appeal the decision and request a review of the case.

Overall, these academic integrity expectations are designed to foster and maintain a culture of academic honesty and ethical behavior among students, and to ensure that all students are held accountable for maintaining high standards of academic integrity.

(<https://chat.openai.com/> was used as a source for defining Academic Integrity).

Discovery Advisory / Discovery Pathways / Discovery Future Ready:

Discovery Advisory (6-7-8) / Discovery Pathways (9-10) / Discovery Future Ready (11-12) classes are offered Tuesdays and Fridays for 40 minutes, to all full-time secondary students.

Discovery Pathways and Future Ready are credit-bearing and co-taught by two Bellevue School District teachers. Students participate in social-emotional learning, study skills, community-building activities, goal setting and global competency lessons. The purpose of these courses is to help students feel connected with other Discovery students and staff and to equip students with skills to be successful online learners.

Attendance:

We expect students to maintain regular attendance and **communicate absence information directly with their Discovery teachers**. Families do not need to do anything additional for the absence to be considered excused.

- Attendance is taken daily for the online and site-based Elementary program, during the morning and afternoon synchronous sessions. **Students must have their cameras on during online sessions to be marked as present.** If a student is more than 10 minutes late for the morning session, they will be marked tardy. If a student is more than 5 minutes late in the afternoon, they will be marked tardy.

- For the Secondary Program, at least one two-way communication between the student and the BSD Secondary Mentor Teacher needs to happen once a week. Students must also attend a 40-minute advisory class, Tuesdays and Fridays. Students will receive high school credit for attending advisory (Pathways & Future Ready).

Updated Attendance Codes for 2025-26

NP = Not present (site-based only)

NWC = No Weekly Communication

OLA = Online Absence

PAA = Prearranged Absence (used when a student has a pre-arranged absence, the principal should be aware)

SA = School Activity (used when a student misses class due to a school activity, mostly for concurrently enrolled students)

TE = Tardy Excused

TU = Tardy Unexcused (used only when student chooses not to attend on time, mostly for concurrently enrolled students)

If your child is absent,

- Please contact your student's teacher

Please do NOT report absences via your child's Teams Chat. Regular attendance is crucial to a student's academic success.

Pre-arranged absences:

For pre-arranged absences and anticipated absences of more than 5 school days, please contact your student's teacher and copy discovery@bsd405.org.

Frequent tardiness and absences affect student learning. Therefore, the principal will address this issue. You will be informed via letter and/or phone call if your student is in jeopardy of being considered "truant."

Becca Bill: Washington State Truancy Law:

The Attendance office, administrators and counselors will ensure that Digital Discovery 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. Digital Discovery will notify parents/guardians of unexcused absences.

Conferences:

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

Contact or Emergency Information Changes:

It is the Parent/Guardian's responsibility to notify the main office at 425-456-4045 of any changes of address, work or home phone number, or emergency contacts so they may be changed on school records. Any changes need to be noted immediately for safety reasons.

Curriculum Night:

Digital Discovery Curriculum Night will take place online, at the beginning of the school year as an opportunity to learn school wide expectations from our administrator and how families can support their child throughout the school year. It is also an opportunity to hear from the teacher about the grade-level curriculum and class expectations. The evening events typically last from 1-1.5 hours and are intended to be informational; this time is not designed for individual conferencing with a student's teacher. *We strongly encourage all families to participate in the Curriculum Night meeting.*

District Issued Laptop: Students are expected to use their Bellevue School District issued laptop for synchronous and asynchronous learning. Student usage of the BSD device is actively monitored by Bellevue School District and must follow the appropriate School Board's appropriate use guidelines.

Emergency Information:

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

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

Internet and District Network Access:

The Bellevue School District provides students with access to our electronic communication network. The use of these services is governed by the Bellevue School District Policies [2022: Electronic Resources](#), [2022P: Electronic Resources - Student Acceptable Use of District Network](#), and [2022.1P: Student Acceptable Use of District Network](#). These policies state in part: *"By creating this network, the Board intends only to provide a means for educational activities and does not intend to create a first amendments forum for free expression purposes. The district dedicates the property comprising the network, and grants access to it by users, only for the education activities authorized under this policy and procedures and under the specific limitations contained therein."*

Parents/guardians who deny permission for their child to use the Internet must sign and return the Internet Access form to the school.

The District expects students to exercise good judgment and use network resources appropriately. All use of the network must support education and research and be consistent with the District's mission. Use of the electronic resources provided by the District is an expectation and privilege. To maintain this privilege, students agree to learn and comply with all provisions of school board policy 3240.1. Proper use of network access and technology will be reviewed with all students throughout the year.

Issue Resolution: Students and families in the Elementary program direct concerns initially to their homeroom BSD teacher. If their teacher is not able to provide a resolution, concerns are escalated to the BSD Digital Discovery Principal and/or Digital Discovery counselor. Students and families in the Secondary program should contact the Bellevue Digital Discovery Mentor Teacher to resolve any issues or concerns that have not been successfully addressed by the Imagine Edgenuity teacher. If the situation is not successfully resolved by the Mentor Teacher, they will escalate the issue to the Digital Discovery principal and/or the Digital Discovery counselor.

Graduation:

Discovery hosts a graduation ceremony in June for all graduating seniors who are full-time students, full-time Running Start, and concurrently enrolled at another school.

Concurrently Enrolled Students: Seniors who are concurrently enrolled in Discovery and at their home high school (Bellevue, Big Picture, Interlake, International, Newport, or Sammamish) may request to participate in the graduation ceremony at their home high school if the student meets the following criteria and follows the request process:

1. **Standard Process:** The student has attended their home high school previously, and during the second semester of their senior year, **the student must attend and successfully complete at least one class in person at their home school.**
 - The student and/or family must make the request to participate in their home high school graduation **no later than the end of third quarter**, so the student can be included in the school communications and the graduation program.
2. **Exceptional Circumstance Process:** If a student has a serious illness or injury that prevents them from attending a class in person at their home school during the second semester, the student and/or family may still request to participate in their home school graduation no later than the end of the **third quarter**.
3. **All student and family requests to graduate from a home high school** need to be sent via e-mail to the attention of the Discovery principal, the home school principal, and have discovery@bsd405.org copied.

- 4. Request review process:** All requests will be reviewed and approved by the home school principal with input from the Discovery principal. Students will receive a written decision from the home school principal regarding graduation no later than **April 30th**.

Parking and Main Office:

Please Park in the visitor parking spaces located in front of the main entrance of the ESC West. Our main office is on the main floor in suite 205, in the ESC West building.

Photographs and Video:

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

Occasionally, your student might be included on videotapes and/or in photographs used for appropriate district-authorized purposes outside the district. When enrolling your student in the District, you are asked if you want to give permission for web or media photo release. You can give or revoke permission at any time by logging in to ParentVUE and selecting the option, or by emailing Discovery@bsd405.org.

Examples of uses are:

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

School Closures:

Digital Discovery follows the same calendar as the Bellevue School District. If the school district has a snow day, our school will also be closed, and we will make up the day on the same schedule as in-person schools.

There are multiple ways to verify school closures. The District will automatically call and text families with updates. Other resources include:

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

Student Progress Reports:

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

Technology Requirements:

Students are required to have the following technology in place for online instruction:

- All students will be issued a District Laptop with Touch and Inking. The school district issued device will be utilized for all online instruction. The BSD laptop has the following essential features to ensure students are safe and supported in online learning:
 - Compatible software pre-installed for all learning needed.
 - The ability to troubleshoot and provide IT support services.
 - Cybersecurity and Internet Filtering required for the age of the student.
 - Classroom management software for our instructors to maximize engagement and minimize distractions during online learning.
- All students need broadband internet access where they will be engaging in Online learning. A 5G-connected hotspot typically does NOT meet the bandwidth requirements for joining a Teams meeting and using other applications during online instruction. We recommend a broadband connection of 75 Mbps or greater. If you need assistance obtaining home broadband access, families may find the Internet Essentials program affordable. If you are experiencing issues with reliable broadband access, please reach out to Discovery@bsd405.org to explore possible solutions.

Technology Skills Required for Online Learners:

Elementary Program

Kindergarten through 6th grade students will need the following technology skills to participate in online learning:

- Keyboarding
- Use a mouse, touchscreen, and a stylus
- Charge the laptop daily
- Begin Microsoft Teams meeting, turn on the camera and microphone settings
- Access and complete assignments in Teams

- Access and complete assignments in multiple online learning applications (Individual teachers will model and explain how to use these applications during online class)
- Web navigation skills

Families are expected to have a learning coach (family member or caretaker) present supporting younger students with these skills, until they can perform them independently. Digital Discovery teachers are also available to teach learning coaches and students via Teams meetings or in-person upon request. Students and parents are given a hands-on, in-person orientation to Teams, Clever and other essential applications when students pick up a laptop at the Digital Discovery main office.

Secondary Program

Secondary students will need the following technology skills to participate in online learning:

- Keyboarding
- Use a mouse, touchscreen, and a stylus
- Charge the laptop daily
- Begin Microsoft Teams meeting, turn on the camera and microphone settings
- Email in Outlook
- Web navigation
- [Video Tutorial for Edgenuity Online Learning Application](#)

Students and parents receive a hands-on, in-person orientation to Teams, Outlook, and Edgenuity when picking up a laptop at the Digital Discovery main office.

Digital Discovery teachers are also available to teach students via Teams meetings or in-person upon request.

Grading Policies

Elementary Program

Digital Discovery kindergarteners through sixth graders will receive progress reports from Digital Discovery teachers twice a year (January and June) using the Bellevue School District Elementary Progress Report scale below. Student grades are posted into Synergy where families and students can view their progress through StudentVue and ParentVue. Grades are posted at the end of each semester. The specific deadline for posting grades will be communicated to families in teachers' weekly newsletters.

Elementary Progress Reports

Academic Grading Scale: *Current Elementary Scale for Literacy, Math, Science & Social Studies*

Score	4	3	2	1	NI
Meaning	Exceeds Standard	Meets Standard	Approaches Standard	Below Standard	Not Introduced

SEL Grading Scale: *Current Elementary Scale for Social Emotional Learning*

Score	S	G
Meaning	Strength	Goal/Growth Area

“NE” Designation: *There are some circumstances where educators may have insufficient evidence to determine if a student has met a particular standard. If that is the case, that **standard will be blank on the report card** with an explanation in the comment section.*

Secondary Program

Grading and Progress in Imagine Edgenuity and Canvas Courses:

Students can check their **‘Overall Grade’** percentage daily by logging into their Imagine Edgenuity account, then in the left column clicking on “Academic Snapshot.”

At the end of the semester, BSD will take the percentage earned in the **Overall Grade** and apply it to the following grading scale.

Bellevue Digital Discovery Secondary Grade Scale	
A	85-100%
B	75-84%
C	65-74%
P (Pass)	50-64%
NC (No Credit)	0-49%

The goal is for all students to complete 100% of all their classes. Successful progress is determined by being on track to complete at least 80% of each regular course by the end of the semester with an overall grade above 65%.

To achieve this, **students must stay within 20%** of the expected course completion percentage on any given progress update to maintain satisfactory standing. If students fall more than 20% behind in expected course completion, a meeting with the BSD mentor and/or BSD counselor will determine appropriate supports to ensure successful completion of online coursework. Staff will consider life circumstances and other external factors when determining progress and designing interventions.

Discovery Future Ready, Pathways, and Advisory Grading

Discovery **Future Ready** (11th/12th grade), **Pathways** (9th/10th grade), and Advisory (Middle School) classes are required; students will receive an elective credit and a **grade**.

How this class is graded/assessed:

Engagement, Contribution & Leadership

Students must attend live classes on Tuesdays & Fridays, contribute, and engage in class activities. They participate in leadership opportunities such as leading activities, presenting, supporting classmates, and helping build a positive class community.

Goals & Reflection

Students must complete weekly goals and a reflection assignment. They must post their weekly schedule each quarter. They should also track online class progress to ensure being on pace.

College & Career Readiness – Students must complete the state-required High School & Beyond Plan, which annually helps them reflect on: *Who am I? What can I Become? And How do I Become That?* See <https://ospi.k12.wa.us/student-success/graduation/high-school-and-beyond-plan>

Discovery Future Ready • Pathways • Advisory Assessment Grading Rubric (4–0 Scale)

Category	4 – Exceeding	3 – Meeting	2 – Approaching	1 – Below	0 – Not Able to Assess
Engagement, Contribution & Leadership	Always on time, camera on, actively participates. Take leadership roles (leading, presenting, helping classmates, building community).	Regularly attend live sessions. Participate in most activities. Sometimes helps lead or support.	Attendance is inconsistent. Participates only when prompted. Rarely helps lead or support.	Frequently absent /disengaged. No participation or leadership.	Missing work / attendance.
Goals & Reflection	All weekly goals & reflections completed with thoughtful detail. Schedule posted on time. Actively tracks progress and	Most goals & reflections completed with adequate detail. Schedule posted (may need reminders). Tracks progress	Some goals/reflections incomplete or surface-level. Schedule late or missing. Tracking progress inconsistent.	Goals/reflections rarely completed. Schedule not posted. Not tracking progress.	Missing work.

	stays on pace with classes.	with some support.			
College & Career Readiness (High School & Beyond Plan)	All HSBP components completed on time with thoughtful reflection on <i>'Who am I? What can I become? How do I become that?'</i>	All HSBP components completed with adequate reflection. May need reminders or more detail.	Some HSBP components are incomplete. Reflections brief or surface-level.	Many HSBP components are missing. Little/no effort in reflections.	Missing work.

After all the scores are added together, a student's overall score in the course will translate to a letter grade according to the following:

A 3.00 – 4.00

B 2.50 – 2.99

C 2.00 – 2.49

P 1.50 – 1.99 (P = pass)

NC 0.00 – 1.49 (NC = no credit)

Discovery Monthly Progress Monitoring

Discovery Monthly Progress Monitoring

Score	Progress Description
4	Exceeded progress expectations
3	Met progress expectations
2	Approaching progress expectations (still satisfactory but needs improvement)
1	Not meeting progress expectations (unsatisfactory)
0	No progress (unsatisfactory)

Students will receive a monthly progress grade following the scale above.

The overall score of 0 or 1 indicates a student can't remain in the program without substantial improvement. 3 consecutive months of 0's or 1's would require the student to exit the ALE program. The purpose is to ensure students participating in ALE remain on track for graduation and counsel students and families into more productive educational settings if needed.

Score of 0: A student has 3 or more weeks without communication and average pacing is less than -20% in courses

Score of 1: A student has any weeks in the month without communication and average pacing is less than -20% in courses.

Score of 2 would permit the student to remain in the program but indicates improvement is needed. This could be a student communicating and attending class but staying about -20% in pacing OR a student without pacing concerns but not communicating or attending class.

Bellevue School District Policies and Procedures

What follows are summaries from Bellevue School District (BSD) policies and procedures of 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. The title of each policy and procedure is hyperlinked to the specific policy and procedure.

Our School Protects Students from Harassment, Intimidation, and Bullying (HIB)

Schools are meant to be safe and inclusive environments where all students are protected from Harassment, Intimidation, and Bullying (HIB), including in the classroom, on the school bus, in school sports, and during other school activities. This section defines HIB, explains what to do when you see or experience it, and our school's process for responding to it.

What is HIB?

HIB is any intentional electronic, written, verbal, or physical act of a student that:

- Physically harms another student or damages their property;
- Has the effect of greatly interfering with another student's education; or,
- Is so severe, persistent, or significant that it creates an intimidating or threatening education environment for other students.

HIB generally involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. HIB is not allowed, by law, in our schools.

How can I make a report or complaint about HIB?

Talk to any school staff member (consider starting with whoever you are most comfortable with!). You may use our district's reporting form to share concerns about HIB ([link to form](#)) but reports about HIB can be made in writing or verbally. Your report can be made anonymously, if you are uncomfortable revealing your identity, or confidentially if you prefer it not be shared with other students involved with the report. No disciplinary action will be taken against another student based **solely** on an anonymous or confidential report.

If a staff member is notified of, observes, overhears, or otherwise witnesses HIB, they must take prompt and appropriate action to stop the HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Nancy Pham, phamn@bsd405.org or 425-456-4040) that supports prevention and response to HIB.

What happens after I make a report about HIB?

If you report HIB, school staff must attempt to resolve the concerns. If the concerns are resolved, then no further action may be necessary. However, if you feel that you or someone you know is the victim of unresolved, severe, or persistent HIB that requires further investigation and action, then you should request an official HIB investigation.

Also, the school must take actions to ensure that those who report HIB do not experience retaliation.

What is the investigation process?

When you report a complaint, the HIB Compliance Officer or staff member leading the investigation must notify the families of the students involved with the complaint and must make sure a prompt and thorough investigation takes place. The investigation must be completed within 5 school days unless you agree to a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you with the anticipated date for their response.

When the investigation is complete, the HIB Compliance Officer or the staff member leading the investigation must provide you with the outcomes of the investigation within 2 school days. This response should include:

- A summary of the results of the investigation
- A determination of whether the HIB is substantiated
- Any corrective measures or remedies needed
- Clear information about how you can appeal the decision

What are the next steps if I disagree with the outcome?

For the student designated as the “targeted student” in a complaint:

If you do not agree with the school district's decision, you may appeal the decision and include any additional information regarding the complaint to the superintendent, or the person assigned to lead the appeal, and then to the school board.

For the student designated as the “aggressor” in a complaint:

A student found to be an “aggressor” in a HIB complaint may not appeal the decision of a HIB investigation. They can, however, appeal corrective actions that result from the findings of the HIB investigation.

For more information about the HIB complaint process, including important timelines, please see the District’s [HIB webpage](#) and the district’s [HIB Policy 3207](#) and [Procedure 3207P](#).

Our School Stands Against Discrimination

Discrimination can happen when someone is treated differently or unfairly because they are part of a **protected class**, including their race, color, national origin, sex, gender identity, gender expression, sexual orientation, religion, creed, disability, use of a service animal, or veteran or military status.

What is discriminatory harassment?

Discriminatory harassment can include teasing and name-calling; graphic and written statements; or other conduct that may be physically threatening, harmful, or humiliating. Discriminatory harassment happens when the conduct is based on a student’s protected class and is serious enough to create a hostile environment. A **hostile environment** is created when conduct is so severe, pervasive, or persistent that it limits a student’s ability to participate in, or benefit from, the school’s services, activities, or opportunities.

For more information, review the District’s Nondiscrimination [Policy 3210](#) and [Procedure 3210P](#)

What is sexual harassment?

Sexual harassment is any unwelcome conduct or communication that is sexual in nature and substantially interferes with a student's educational performance or creates an intimidating or hostile environment. Sexual harassment can also occur when a student is led to believe they must submit to unwelcome sexual conduct or communication to gain something in return, such as a grade or a place on a sports team.

Examples of sexual harassment can include pressuring a person for sexual actions or favors; unwelcome touching of a sexual nature; graphic or written statements of a sexual nature; distributing sexually explicit texts, e-mails, or pictures; making sexual jokes, rumors, or suggestive remarks; and physical violence, including rape and sexual assault.

Our schools do not discriminate based on sex and prohibit sex discrimination in all of our education programs and employment, as required by Title IX and state law.

For more information, review the district’s Sexual Harassment [Policy 3205](#) and [Procedure 3205P](#)

What should my school do about discriminatory and sexual harassment?

When a school becomes aware of possible discriminatory or sexual harassment, it must investigate and stop the harassment. The school must address any effects the harassment had on the student at school, including eliminating the hostile environment, and make sure that the harassment does not happen again.

What can I do if I am concerned about discrimination or harassment?

Talk to a Coordinator or submit a written complaint. You may contact the following school district staff members to report your concerns, ask questions, or learn more about how to resolve your concerns.

Concerns about discrimination:

Civil Rights Coordinator:

Nancy Pham

Civil Rights and HIB Compliance Officer

phamn@bsd405.org

425-456-4040

Concerns about sex discrimination, including sexual harassment:

Title IX Coordinator:

Jeff Lowell

Director of Athletics and Activities

lowellj@bsd405.org

425-456-4010

Concerns about disability discrimination:

Section 504 Coordinator:

Kerince Bowen

Section 504 Coordinator

bowenk@bsd405.org

425-456-???

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:

Nancy Pham

Civil Rights and HIB Compliance Officer

phamn@bsd405.org

425-456-4040

Mailing address for all Compliance Coordinators: 12111 NE 1st Street, Bellevue, WA 98005.

To **submit a written complaint**, describe the conduct or incident that may be discriminatory and send it by mail, fax, email, or hand delivery to the school principal, district superintendent, or

civil rights coordinator. Submit the complaint as soon as possible for a prompt investigation, and within one year of the conduct or incident.

What happens after I file a discrimination complaint?

The Civil Rights Coordinator will give you a copy of the school district's discrimination complaint procedure. The Civil Rights Coordinator must make sure a prompt and thorough investigation takes place. The investigation must be completed within 30 calendar days unless you agree to a different timeline. If your complaint involves exceptional circumstances that require a longer investigation, the Civil Rights Coordinator will notify you in writing with the anticipated date for their response.

When the investigation is complete, the school district superintendent or the staff member leading the investigation will send you a written response. This response will include:

- A summary of the results of the investigation
- A determination of whether the school district failed to comply with civil rights laws
- Any corrective measures or remedies needed
- Notice about how you can appeal the decision

What are the next steps if I disagree with the outcome?

If you do not agree with the outcome of your complaint, you may appeal the decision to the Disciplinary Appeals Council (DAC) and then to the Office of Superintendent of Public Instruction (OSPI). More information about this process, including important timelines, is included in the district's Nondiscrimination Procedure 3210P and Sexual Harassment Procedure 3205P.

I already submitted an HIB complaint – what will my school do?

Harassment, intimidation, or bullying (HIB) can also be discrimination if it is related to a protected class. If you give your school a written report of HIB that involves discrimination or sexual harassment, your school will notify the Civil Rights Coordinator. The school district will investigate the complaint using both the Nondiscrimination Procedure 3210P and the HIB Procedure 3207P to **fully resolve your complaint**.

Who else can help with HIB or Discrimination Concerns?

Office of Superintendent of Public Instruction (OSPI)

All reports must start locally at the school or district level. However, OSPI can assist students, families, communities, and school staff with questions about state law, the HIB complaint process, and the discrimination and sexual harassment complaint processes.

OSPI School Safety Center (For questions about harassment, intimidation, and bullying)

- Website: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Email: schoolsafety@k12.wa.us
- Phone: 360-725-6068

OSPI Equity and Civil Rights Office (For questions about discrimination and sexual harassment)

- Website: ospi.k12.wa.us/policy-funding/equity-and-civil-rights

- Email: equity@k12.wa.us
- Phone: 360-725-6162

Washington State Governor’s Office of the Education Ombuds (OEO)

The Washington State Governor’s Office of the Education Ombuds works with families, communities, and schools to address problems together so every student can fully participate and thrive in Washington’s K-12 public schools. OEO provides informal conflict resolution tools, coaching, facilitation, and training about family, community engagement, and systems advocacy.

- Website: www.oeo.wa.gov
- Email: oeoinfo@gov.wa.gov
- Phone: 1-866-297-2597

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

The U.S. Department of Education, Office for Civil Rights (OCR) enforces federal nondiscrimination laws in public schools, including those that prohibit discrimination based on sex, race, color, national origin, disability, and age. OCR also has a discrimination complaint process.

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Email: orc@ed.gov
- Phone: 800-421-3481

Our School is Gender-Inclusive

In Washington, all students have the right to be treated consistent with their gender identity at school. Our school will:

- Address students by their requested name and pronouns, with or without a legal name change
- Change a student’s gender designation and have their gender accurately reflected in school records
- Allow students to use restrooms and locker rooms that align with their gender identity
- Allow students to participate in sports, physical education courses, field trips, and overnight trips in accordance with their gender identity
- Keep health and education information confidential and private
- Allow students to wear clothing that reflects their gender identity and apply dress codes without regard to a student’s gender or perceived gender
- Protect students from teasing, bullying, or harassment based on their gender or gender identity

For more information, review the district’s Gender-Inclusive Schools [Policy 3211](#) and Procedure [3211P](#)

If you have questions or concerns, please contact the Gender-Inclusive Schools Coordinator:

Nancy Pham
Civil Rights and HIB Compliance Officer
phamn@bsd405.org
425-456-4040

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 4.

Online Reporting Option

The Bellevue School District makes available Vector Alert, which is a tip reporting system that allows students, staff, and parents to report discrimination or harassment and submit safety concerns to our administration four different ways: text, email, phone, and website using **Vector Alert**.

Students Conduct/Discipline (**Policy 3241** and **Procedure 3241P**)

The District is committed to ensuring a safe and productive learning environment in which students are provided with every opportunity to learn. 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 emergency removals. 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.

Other important information stated in each procedure (linked above):

1. [List of Behavioral Violations](#)
2. Requirements of the School for determining and implementing corrective action, including **Classroom Exclusions**, **In-School Suspension**, **Long-Term Suspensions**, **Expulsions**, **Emergency Removals**, and **Reengagement**
3. Parent and Student Grievance/Appeal Rights and Process/Timelines

Student Attendance (**Policy 3122** and **Procedure 3122P**)

The Bellevue School District believes that regular school attendance and engagement is essential to student success. Students are expected to attend all assigned classes each day. Students at times may appropriately be absent from class. In the full policy and procedure, linked above, you will find more information about:

1. How to report an absence
2. Definitions of an absence for in-person, synchronous, and asynchronous learning
3. Absences deemed excusable under Washington state law
4. Districts duties upon chronic absenteeism and unexcused absences

Complaints Concerning Staff or Programs (**Policy 4220** and **Procedure 4220P**)

The District's complaints process is based upon the principle that most issues can and should be resolved at the level the decisions were made. Every effort shall be to resolve concerns and complaints through informal communication. If informal resolution attempts fail to provide an acceptable outcome for the student, the formal complaint process is available. 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.

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.

When a complaint has not been resolved through informal attempts at resolution, the complainant may initiate a formal complaint, in writing within thirty (30) calendar days of the attempt at informal resolution. Any informal complaint not resolved at the school level is directed to the Office of School Support and must include:

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

The Office of School Support will assign a person responsible to meet with the complainant for understanding the complaint and what resolution(s) has already been considered. This person will provide a written decision addressing the complaint within ten (10) calendar days upon receipt of the complaint. Resolution decisions are final except for appeals to the Superintendent of Public Instruction, other agencies, or the courts, as provided by law.

Interscholastic Activities ([Policy 2151](#) and [Procedure 2151P](#))

The Bellevue School District offers a program of interscholastic activities. It is important to remember that while participation in extra-curricular programs is not an entitlement, the district is committed to equitable access to these activities for each and every interested participant.

Included in the policy and procedure linked above is detailed information for those interested in participating in these activities.

The policy and procedure linked above provide detailed information for those interested in participating in these activities.

- I. **Athletic/Activities Code of Conduct:** Details corrective action applied when 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), including illegal drug and alcohol usage. Included in this provision is specific information about how this provision is applied to participants, including appeal rights.
- II. **Attendance Requirement:** Details expectations for student athletes and school attendance 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. 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.
- III. **Grade Point Requirement:** Details the district's Grade Point Average requirement for participation in high school athletics.
- IV. **WIAA (Washington Interscholastic Activities Association) Compliance and Coaches:** Explains that high school athletic programs must adhere to Bellevue School District Board of Directors and the Washington Interscholastic Activities Association (WIAA) rules and procedures. Each school is to have procedures in place for selecting adult advisors/coaches; for annually notifying parents and participants of rules, regulations, and expectations in each sport/activity; and for supervising and evaluating coaches/advisors and programs. This provision includes information on how to report a potential violation of district or WIAA rules.

- V. **Non-WIAA Sports:** The Bellevue School District Board of Directors has authorized club sports in Water Polo, Lacrosse, and Girl's Badminton as "non-WIAA sports" within the meaning of Policy 2151. Students who participate in approved non-WIAA sports must be residents of the Bellevue School District. The Board will not authorize a club sport for a high school where the high school has a WIAA-sanctioned sport or activity.
- VI. **Athletic Eligibility for Big Picture and International Schools:** Students who attend one of the Bellevue School District "choice" schools serving students in grades 9- 12 will maintain athletic eligibility at the comprehensive high school serving the neighborhood in which they reside. Students attending Big Picture School who do not reside in the Bellevue School District are eligible to compete for Sammamish High School. Students who attend International School and do not reside in the Bellevue School District are eligible to compete for Bellevue High School.
- VII. **Sunday Practices and Competitions:** All interscholastic athletic activities must take place between Monday and Saturday; therefore, Sunday practices and competitions are prohibited. Athletic Directors may request an exception to the competition prohibition by writing to the District Athletics and Activities Director before the competition.
- VIII. **Program Evaluation:** The district conducts an annual review of each program is required to ensure that each program meets the goals of the District and the needs of the students. Such reviews must include broad-based input from participants and their families. Each athletic program will conduct a survey of student athletes and parents as a source of data to inform athletic directors and administrators in their annual review and to provide informative feedback to coaching staff.