Community Handbook
2026-2027

Woodridge
Elementary School

12619 SE 20th Place
Bellevue, WA 98005

Tina Bogucharova, Principal
Tomoe Anderson, Office Manager
425-456-6200

Woodridge Community Handbook

Version 3.0
August 31, 2026

Welcome to Woodridge Elementary School!

Woodridge is one of sixteen elementary schools in the Bellevue School District. Here are five things that are uniquely Woodridge.

A Neighborhood School Serving All

Woodridge supports the diverse needs of our learning community. Woodridge is home to the elementary Cascade Program, a transitional, center-based program that consists of strength-based therapeutic classrooms dedicated to students who benefit from intensive social emotional and behavioral supports.

We also offer Advanced Learning (AL) services to students. Advanced Learning provides identified students with academic services at an accelerated pace with instruction that is designed to meet students' cognitive and academic needs at the appropriate level.

Joyful Learning!

Through the use of our advisory program, we empower learners by affirming and inspiring them through rigorous, culturally responsive, high-quality instruction. We value social emotional learning and are committed to ensuring our students reach their highest potential as contributing members of our diverse community.

A Consistent Community of Care

Almost every member of the teaching staff at Woodridge has at least ten years of classroom experience. About forty percent have received their National Board certification. For the vast majority of these teachers, their experience as a Woodridge Eagle creates a consistent community of care!

Woodridge Elementary	425-456-6200
Woodridge Attendance line	425-456-6205
Transportation Office	425-456-4512
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)

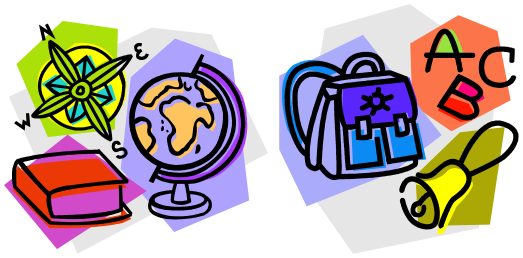


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WELCOME TO WOODRIDGE

Dear Woodridge Families and Community,

Welcome to the 2026-2027 School Year at Woodridge Elementary School!

I am so excited to see the children again and hear all about their summer break. I'm also looking forward to meeting our new students and families! If you are new to Woodridge I hope that you will enjoy our wonderful school community where everyone is welcome to share ideas, make connections and help us create a fun and meaningful experience for our students.

At Woodridge we value creativity, collaboration, and reflection. We encourage students to work hard and see productive struggle as a positive experience, whether it is in the classroom, at lunch or on the playground. Students in elementary school are learning how to learn and how to be kind to themselves and others while forming productive friendships. Our job at school is to partner with families to make sure that students have what they need to accomplish that. So, please share your feedback and ideas with me without hesitation!

Take a few minutes to review this handbook as a family before school starts and throughout the year. This serves as our collective agreement to ensure the safe and efficient operation of school.

Let's have a wonderful year together! Oh, I am thrilled to introduce you to Dr. Jen, who will be our Principal Intern this year. Her bio is below. Please be sure to introduce yourself to her when you see her at school. We are in partnership to serve you.

Sincerely,

Tina Bogucharova-Principal



Dear Woodridge Families and Community,

Welcome back to a new school year at Woodridge Elementary. I am honored to join this community as the administrative principal intern and excited to begin a year centered on students, connection, and shared purpose.

Woodridge is a place where children are known, supported, and encouraged to grow in ways that matter both academically and personally. As we begin the year, my focus is on partnering with you—our families—because your insight, care, and daily involvement make an enormous difference in how students experience school. Whether it's celebrating their successes, helping them navigate challenges, or cheering them on as they discover new interests, we do our best work when we support them together.

I look forward to learning alongside your children, listening to your perspectives, and working with our staff to ensure every student feels welcomed, safe, and inspired to do their best. Thank you for the trust you place in our school. I'm excited for all the growth, joy, and learning this year will bring.

Warmly,

Dr. Jennifer Scott-Burton
Administrative Principal Intern



BSD SCHOOL WEBSITE AND CALENDAR

Our school, as well as each school across the district, has a school website(https://woodridge.bsd405.org). Where you will find information related specifically to Woodridge and information related to the Bellevue School District's services provided at the school and district-wide. Here you will find our bell schedule, important community events, updates and other resources provided in order to assist you in remaining connected to your child's daily life. Additionally, you can find out about Woodridge events on the PTSA Website at https://www.woodridgeptsa.org

Bellevue School District Website: www.bsd405.org

2026-2027 DISTRICT CALENDAR

2026

- **September 2**: **First day of school for grades 1 through 12**
- **September 7**: **No school**, Labor Day observance, all district offices closed
- **September 8**: **First day of kindergarten**
- **September 9**: **First day of Preschool**
- **September 16: Curriculum Night**
- **October 9**: **No school**, Emergency Day if closure prior to 10/2/2026
- **November 11**: **No school**, Veterans Day observance, all district offices closed
- **November 16, 17, 18, 19, 20: Elementary school early release**, conference days
- **November 26 and 27**: **No school**, Thanksgiving, all district offices closed
- **December 21 through January 1, 2026: No school**, winter break
- **December 24 and 25** All district offices closed

2027

- **December 31 and 1** New Year's observance, all district offices closed
- **January 18 No school**, Martin Luther King Jr. Day observance, all district offices closed
- **January 28**: Semester End
- **January 29**: **No School,** Educator work day
- **February 15: No School**, President's Day observance, all district offices closed
- **February 15 through 19: No school**, Mid-winter break
- **March 19**: **No school**, Emergency Day if closure prior to 3/12/2026
- **April 12 through 16: No school,** Spring Break
- **May 31**: **No school**, Memorial Day observance, all district offices closed
- **June 18: No School,** Juneteenth observance, all district offices closed
- **June 23: Last Day of School**
- **June 24 and 25: Emergency Days**

WOODRIDGE STAFF LIST

Each year, the staffing within a school can change. Often staffing can be affected by certification, seniority, student enrollment, state funding and distribution, allocation and/or scheduling of itinerant services across the district. Staffing can also fluctuate based on life changes occurring over the summer.

All staff are trained and certified to teach Preschool through Fifth grade. It is our goal to work together to provide the best staffing allocation we are provided prior to school starting. **Your child's homeroom teacher will email you during the week of August 24th. You can also check ParentVue for updates.** Should there be staffing changes related to your child's classroom or teacher, following the receipt of the communication, you will be notified immediately.

As of the publishing of this handbook, the following are staff assigned to Woodridge Elementary.

STAFF	GRADE or Position	STAFF	GRADE or Position
Tina Bogucharova **Jessica Baser** **Jennifer Scott-Burton** **Tomoe Anderson** **Chiwa Matsumura**	Principal Dean of Students Principal Intern Office Manager Office Assistant	**Sara Young** **Melissa Bagley**	Resource Room
Toni Kelley **Maria Noyola Lopez** **Vilma Soreno** **Xiuwen "Sammi" Wu**	Preschool	**Nicky Manitaras** **Greta George** **Candy Odore** **Adrienne Eng** **Cher Ami Templora** **Kevin Aramori** **Abby Paola Mosquera Orozco** **Kelli Chihab** **Mizuki Uchino** **Lynn Zhao**	Paraeducators
Tiffany Reimergartin	K	**Adria Haugen**	Cascade Teacher
Vincy Christian	K	**Christina Baxter**	Cascade Teacher
Megan Johnson	K/1st	**Elana Roschy**	Cascade Social Worker
Cory Balph	1st	**Gina Ray**	Art
Munho Park	1st	**Stephen Holmes**	Music
Annabelle Lee	2nd	**Shira Katsman**	Orchestra
Jason Friesen	2nd	**Stephen Holmes**	Band
Anatasia Leja	2nd	**Jupinder Gill**	Physical Education
Kristin Babani	2ndAL	**Linda Peterson**	Librarian
Michal Friesen	3rd	**Holly Dvorak/Jacqueline Wong (OT)** **Megan Johnson (PT)**	Occupational and Physical Therapy
Amy Hess	3rd	**Nicole Korenovsky**	Speech Language Pathologist
Tessa Heady	3rd AL	**Janelle Kim**	Psychologist
Dawn Abbott	3rd/4th	**Dani Neil**	Instructional Technology Curriculum Leader
Shaela Wade	4th	**Joe Achelpohl**	MLL Facilitator
Melanie Long	4th	**Justine Szymala**	LAP Facilitator
Kaliya Okuri	4th AL	**Erica Bowens**	Counselor
Amy Gottlieb	4th /5th	**Natallia Kasmacova**	Nurse
Lea Ghishan	5th	**Bree Adagio**	PK-ECEAP Family Support
Rechelle Wong	5th	**Umberto Lenzi**	Technology Lead
Megan Gegwich	5th AL	**Carol Stoneman**	Kitchen
Amy Frieden	5th AL	**Kai Deng (day)** **Hue Vo (night)** **Idelma Pereira Guerra (night)**	Custodial
		Carolyn Baker **Rima Pathuri** **Samantha Howard** **Megan Zahn** **Laurie Garcia**	General School Assistants

Daily School Schedule
2026-2027
Updated 6/26/2026

Woodridge School Hours:
9:00- 3:30 Monday, Tuesday, Thursday, Friday
9:00–1:15 Every Wednesday
Woodridge Office Hours:
8:30 – 3:45 Monday, Tuesday, Thursday, Friday
8:30 – 1:45 Every Wednesday

8:50 Main Doors Open
9:00 Morning Attendance, announcements, transition to instruction

Preschool
Lunch 11:00-11:25

5th Grade & 4th/5th & 4AL
Recess@10:50-11:05
Lunch@ 11:10-11:35

K/1st
Recess@11:55-12:10
Lunch@12:15-12:40

3rd/4th Grade
Recess@11:25-11:40
Lunch@11:45-12:10

2nd Grade
Recess@12:25-12:40
Lunch@12:45-1:10

Additional Recess
3/4/5 Recess 1:45-2:05
K/1/2 Recess 2:15-2:35

Dismissal
3:30 Monday, Tuesday, Thursday, Friday
1:15 Wednesday

ATTENDANCE, TRANSPORTATION, HEALTH AND CLOSURES

TRANSPORTATION TO AND FROM SCHOOL

BUS TRANSPORTATION

If your child needs transportation, please contact the Transportation Department at 425-456-4512 to request transportation. You will be notified by the Transportation Department the week prior to the start of school. You will be told your designated pick-up and drop-off point and time and your child will receive a bus card with the route and stop information during the first day of school. We expect all Woodridge students to follow bus rules and expectations.

CAR DROP OFF AND PICK UP

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

1. **Use the designated drop-off/pick-up lanes (the right lane) when dropping off/picking up children curbside.** DO NOT drop off or pick up students in the left lane or in alternate locations. This requires children to cross in front of cars and creates a dangerous situation.
2. **When using the drop off / pick-up lanes:**
    a. Upon entering the school zone and parking lot, remain under 5 MPH and attentive.
    b. Remain in the *right* lane when dropping off or picking up.
    c. Pull as far forward as possible in the Load Zone (see diagram below). Drop off/pick up your child(ren) and pull ahead to exit.
    d. Remain in your car at all times, and please stay off your cell phone.
    e. Please keep the line moving! If you need to talk with another parent or a teacher, *park your vehicle in a parking space*.
3. **If you choose to park your car, park only in designated parking spaces for families.**

WALKERS

During Arrival-Families may walk their children up to the front of the school.
During Dismissal-Families that walk home should pick up their children from the Main Entrance area.



Arrival

Students must arrive at school after **8:45 AM** when student supervision begins. Do not leave your children unattended before 8:45 am. Doors will open at 8:55 AM and students must be in class by 9:00. Students who arrive after 9:00 are considered tardy and must check in to the Office.

Dismissal

Students will be walked in grade level groups to the appropriate dismissal area after school.

- The bus loading area is located in front of the building
- The car pick up Load Zone is located in the visitor parking lot infront of the Preschool building.
- Families who are picking up children by foot can meet them at the Main Entrance.

Other notes:

- Unless students are involved in a supervised after-school activity, students must leave campus at the end of the school day (3:30pm Mon/Tue/Thurs/Fri or 1:15pm on Wednesdays.)

- If you are picking up your chidren, staff will remain outside with students for 10 minutes. To ensure student safety, any student picked up after 3:45 p.m. will need to be picked up in the Main Office. Frequent late pick-ups may result in the need for a plan to be made between the Principal and family.

Bicycles, Scooters, Skateboards, Other

Students are encouraged to use district provided transportation or private vehicles. While students may ride bikes to school, once they are on school grounds, they must walk their bicycles directly to the bike rack. No E-bikes, go-carts, skateboards, roller blades, or roller shoes are permitted on school property.

Early Pick Up

If it is necessary to pick your child up during the school day, please send a note or e-mail to the Main Office Staff and/or the teacher that morning. When you arrive, you must sign them out in the office. Do not go to the classroom to pick your child up. They will be called to the office to meet you.

Health Information and Medications at School

This is your one-stop, quick guide to Health and Safety Information. Please refer to this document for updated procedures, times, and general information.

Snack	• Ask your child's teacher regarding his/her snack practice in the classroom. • Students may bring their own snack or have an approved snack from the teacher. • Students will wash or hand sanitize before enjoying snack.
Lunch	• Students will wash their hands and/or sanitize hands before heading lunch. • Teachers will walk their students to their designated lunch location and ensure students are in assigned class tables.

What do I/WE do if...	
My student is not feeling well...	• The student should not attend school in-person. • Families are encouraged to monitor their students for symptoms of illness. • Email or call the attendance line and notify Woodridge main office of the absence at Woodridgeattendance@bsd405.org. Read about our Attendance Policy: https://woodridge.bsd405.org/learning/grades-and-attendance

A student is not feeling well during the school day…	• The student will be sent to the office to check-in with the nurse or office secretary. • The nurse or office secretary will review the student's symptoms in alignment with Public Health guidelines. The student may return to class after consultation or be picked up by the family. ○ There are very specific criteria for a student who is sent home with symptoms, when the student can return to school, and when diagnostic testing is recommended.

Administering Medication at School

School personnel are not allowed to administer medication without written authorization from a physician. If medications are to be given at school, the school nurse must be notified and an Authorization to Administer Medication form must be filled out and on file in the school office. All medications must come to the school office in the original container, labelled by the pharmacy or physician with the medication name, amount to be taken, frequency of administration and name of physician.

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



ATTENDANCE

Prompt and regular school attendance by students is important. Regular attendance is necessary if students are to benefit fully from learning experiences offered in school. Because students miss significant instruction when they are absent from school, any absence may affect their learning. In order to set your family up for success, plan to be at school in time to walk into the classroom by 8:55 am, which is intended to give students adequate time to reach their classrooms and be prepared for the start of the class at 9:00 am.

Frequent absences and tardies will be addressed by the school administrators. The school may take a variety of actions to help improve a student's attendance and timeliness. The District Attendance Procedures 3122P can be found at: https://bsd405.org/wp-content/pdf/policy/3122P.pdf

Address or Information Change

When families need to update their address, it should be done through ParentVUE so that Student Placement can properly monitor and screen each request. Any changes need to be noted immediately for safety and attendance reasons.
It is the Parent/Guardian's responsibility to keep any changes of address, work or home phone number or emergency contacts so they may be changed on school records. Please contact the Parent Help Desk at **parenthelp@bsd405.org** if you need help with ParentVUE.

Absences, Late Arrival, Early Dismissal

If your child will be arriving late, please call the school attendance office at 425-456-6205 or e-mail Woodridgeattendance@bsd405.org before 8:45am. We value your child's safety and would like to know where they are if not in school. The school requires a written note or phone message from the child's legal guardian explaining the absence or late arrival. No notification within 5 days of absence will prompt the notation of an unexcused absence on the child's record.

Excused Absences

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

- Student illness
- Family emergencies
- Special religious observances
- Pre-arranged medical/dental appointments
- Court, judicial proceeding
- Pre-arranged school-sponsored activities, such as field trips
- Absences which, according to the school administrator, 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.

We urge you to make certain these are the only reasons for your child missing school. Absences or tardies which are not covered in the above stated instances may be deemed appropriate at the discretion of the principal. **Absences for reasons other than stated above need to be pre-arranged. Please ask at the front office for a "Request for Excused Absence" form to fill out.**

We strongly discourage families from taking vacations during school days. Every absence has an impact on your child and their classroom, and extended absences have been shown to have a negative impact on a student's education. In addition, there is no expectation that teachers provide homework during a planned absence.

Unexcused Absences

The following is a non-exhaustive list of unexcused absences:

- No call or written response from the parent within 5 days of absence
- Vacation
- Missed bus or late ride
- Overslept
- Babysitting
- Appointment for person other than the student
- Errands
- Taking a sibling to school
- Field trips are an extension of the classroom. When a family decides that a student is unable to attend a field trip, an alternative learning opportunity will be provided at the school and the expectation is that they will still attend.

Our school's practice is to make contact after 1 unexcused absence and request a conference with parents after 3 unexcused absences in an attempt to collaboratively improve attendance.

Tardies

Children arriving late to school are listed as tardy on the permanent record. The following is a non-exhaustive list of unexcused tardies:

- Missed bus
- Late ride
- Overslept
- Babysitting
- Appointment for person other than the student
- Errands
- Taking a sibling to school

Excessive tardies are disruptive to a child's education. In order to be sure that your child is on time and ready to begin class at 9:00, please arrive by the 8:55 am bell.

SCHOOL CLOSURES

Weather, Emergencies And School Closures or Late Starts

For current announcements regarding Bellevue School District closures and hours of operation due to weather conditions or natural disasters, call the Bellevue School District School News Hotline (425-456-4111).

In the event of an emergency, please do not call the Woodridge school office as the school lines must be kept open for emergency communications. Current announcements will be made on local and television stations between 6:00a.m. and 8:00a.m.

Refer to the Bellevue School District Emergency Communications Bulletin (sent home at the beginning of the school year and available in the office thereafter) for complete message and bus route information. Please plan for short-notice childcare if school is closed, starts late, or dismisses early. Discuss these contingency plans with your child and your emergency childcare provider.

After School Plans

Going home with a Friend:

If your child wishes or needs to go home with a friend or anywhere else other than their normal after-school destination, written permission from a parent or guardian must be sent via email to the teacher 24 hours in advance. If plans should change during the school day, please notify the main office before 3:00 pm. Change of dismissals plans called in after 3:00 pm are not guaranteed to be delivered to the student unless it is deemed an emergency.

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

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

Please know that we are not able to interrupt classes to send reminders to students about after-school activities unless it is an emergency.

STUDENT BEHAVIOR EXPECTATIONS & DISCIPLINE STANDARDS

At Woodridge Elementary, we believe that fostering positive relationships is the foundation of our work with students. We aim to establish a positive school climate by implementing a robust Social and Emotional Learning Program, including RULER, Second Step, Positive Behavior Intervention & Supports (PBIS), and Restorative Practices to foster a sense of community in our school. **We are committed to racial equity and inclusion**, as we strive to create a safe and warm atmosphere for all students and adults.

Woodridge has developed guidelines for success and clear expectations for all members of our learning community. There are both behavior guidelines and "rules" that help us focus on important ways to work together and be at our best to learn.

At Woodridge Elementary School, we use a *proactive* approach to discipline:

- We teach children about our behavior expectations, and we review these expectations regularly.
- We explain to children what behavior is okay and what behavior is not appropriate at school
- We teach children how to identify and prevent bullying behavior.
- We teach children how to solve problems and how to use conflict resolution strategies.
- We positively reinforce our expectations.
- We use restorative practices to handle conflicts that may arise.

School discipline has two main goals:

1. Ensure the safety of students and staff
2. To create an environment conducive to learning

Woodridge's staff is familiar with several approaches to student behavior management and discipline. As a focus, the Bellevue School District has adopted the Positive Behavior Interventions and Supports (PBIS) framework to help students understand and have skill in several areas of regulating their own behavior in a social learning atmosphere (school).

At Woodridge Elementary, we expect all students to practice our common behavior expectations. These common expectations help provide a common language for our school community. We expect students to follow these expectations which are explicitly taught, modeled, and reinforced everywhere in the school by all staff (and students).

Restorative Practices, Positive Behavior Interventions and Social Emotional Resources we use:

Social Emotional Learning and RULER

Social and Emotional Learning is a key component of the district's **Positive and Productive Life** Instructional Initiative. Our Social and Emotional Learning curriculum, called RULER, stands for:

Recognizing
Understanding
Labeling
Expressing,

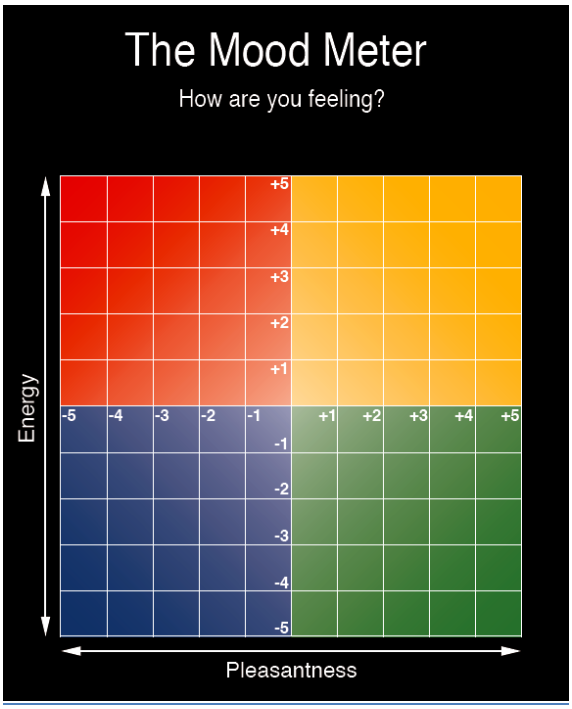
Regulating emotion

The RULER Approach, which is based on decades of research on emotional intelligence conducted at Yale University, teaches skills to promote effective personal, social, and workplace success. Research shows that building pro-social skills supports academic achievement and increases student engagement, while also reducing bullying, anxiety, and depression among students.

Students and school staff will use the four Anchor Tools to develop their RULER skills:

Emotional Literacy Charter: Students create and sign charters to describe how they want to feel in class, what needs to happen to support those feelings and guidelines for handling uncomfortable conflict.
Mood Meter: Students learn to use a tool for recognizing and labeling their feelings.
https://www.rulerapproach.org/wp-content/uploads/2020/07/MoodMeter_FC.pdf

Meta-Moments: Students learn strategies for expanding the "space in time" between an emotional trigger and a response.
Blueprint: The Blueprint is used to solve problems, conflicts and disagreements, with students and adults considering each other's feelings and perspectives to identify healthy solutions.
The RULER Approach will be built into lessons throughout the school year. All grade levels will begin incorporating age-appropriate lessons and activities starting with the classroom charter.



Second Step

Second Step is a program developed by the Committee for Children to teach students social skills. Bellevue's Social and Emotional Learning Curriculum is based on a framework developed by the Collaborative for Social and Emotional Learning (CASEL). The framework identifies 5 social and emotional competencies that support academic and life success: self-awareness, self-management, social awareness, interpersonal skills, and responsible decision making.

Restorative Practices

Restorative Practices focus on providing all students with **high structure**, which includes clearly communicating expectations and having high accountability for each and every student, while also providing **high support**, which includes listening to and valuing our students, encouraging their voice, fostering relationships, and building upon the strengths of each and every student.

Kelso's Choices

Kelso's Choice effectively teaches young children peace-making skills. It is a proven resource to increase confidence, reduce tattling and is a preliminary tool to prevent bullying. Students are first taught to discriminate between "big" problems that must be shared with an adult, and "small" problems that they can resolve. After mastering this distinction, each of the nine skills are taught to the students. The program encourages students to try two choices from "Kelso's Choice Wheel." If the "small" problem persists, they are told that adult intervention is warranted. Because terms such as "Ignore" are linguistic in nature, each skill is reduced to distinct operational skills, so young learners understand the meaning and function of each behavior.



Our behavioral expectations are summarized in "The Woodridge 3: Show respect, Make Good Decisions, and Solve Problems."

Woodridge Big Three

At Woodridge, we also value learning dispositions that foster growth in every student. We want to promote a growth mindset and independence while having fun learning. We are committed to developing students that are ready to take on big world problems and use critical thinking skills to help them along the way. At Woodridge, our learning dispositions are represented in the Big Three standards-

Show Respect
Make Good Decisions
Solve Problems

We would love to partner with families to help students learn how to apply these standards to all aspects of their lives at school, at home, and in extracurricular activity settings.

Playground Expectations to Review with Your Child

Acceptable and Safe Behavior	Unsafe Behavior
1. Students will play safely on the playground. a. Throw only appropriate objects (e.g., soft balls or other recess equipment) 2. Students will show respect for students, adults, and property. 3. Students will follow directions given by staff. 4. Students will stay outside with their classroom unless they have a pass. (1 student per pass) 5. Students will stay within the playground boundaries where an adult can always see them. 6. Students will show pride in their school by keeping garbage in garbage cans. 7. Students will take turns on equipment. a. When others are waiting, count to 30. 8. Students will keep personal belongings, including electronic games, at home. 9. Students will keep cell phones off and inside backpacks on school grounds. 10. Students will settle differences peacefully – STOP, THINK, PLAN or other strategies taught by teachers. 11. When the whistle is blown, students will quickly line up with their class. 12. Students will return equipment to the proper place when recess is over. 13. Students will play games by common, agreed upon rules.	a. No walking up the slide or sliding backwards. b. Students will abstain from aggressive (tackling, pushing, play fighting, etc.) play. c. Students should not engage in activities that could cause harm to self, others, or have a high level of risk (parkour, gymnastics, stunting, etc.). d. When needed, students may be asked to take a break from playground activities or asked to make a different choice if unsafe/hurtful behaviors persist during that activity.

Remember, recess is a time to have fun, get some fresh air, exercise, and be with your friends! Choose activities and partners that will allow you to have fun safely!

Behavior Supports

At Woodridge Elementary School, we use positive behavior interventions and support (PBIS) strategies for teaching behavior expectations. In general, we give verbal reminders for minor misbehaviors and move to office referrals or immediate removal for on-going or severe misbehaviors.

As part of the review and problem-solving process for behavior concerns that occur during the school day, your child may be asked to fill out a "Think Sheet." This "Think Sheet" is a way for the administration/designee and your child to process, problem solve and produce a solution to the on-going behavior. If your child is sent to the office, your child will be asked to think about their difficult situation(s) and strategize alternative ways for handling conflicts. If the incident is considered a "major" incident,

according to district policy, you will receive a phone call and a written community follow up. Some major incidents may constitute a parent meeting with the principal/designee and your child to further problem solve. If your child commits a "minor" incident, the child's teacher will be in communication with you via email, call or written communication home.

Upon receiving a phone call and written communication, please take time to discuss the incident with your child and to share your ideas and thoughts on how to handle the situation differently in the future.

Should you have additional questions and/or you require further clarification of a school incident, feel free to contact the Principal or classroom teacher.

The following is considered **unacceptable behavior** that will result in an office visit and parent notification; and may result in suspension or classroom removal or the initiation of a safety plan:

- Harassment, intimidation, or bullying
- Racial Language
- Chronic classroom disruption
- Insubordination
- Physical aggression (hitting, biting, throwing objects to cause harm, etc.)
- Theft
- Vandalism

GENERAL INFORMATION

Dress Guidelines & Shoes

Woodridge follows the Bellevue School District dress policy (3224). Families should be thoughtful in helping students select appropriate clothes and shoes to wear to school each day. Clothes should be appropriate for the learning environment and weather forecast to ensure student safety. Footwear should be chosen with safety in mind, considering that most students are running around outdoors during recess, climbing on playground equipment, and playing games. Closed shoes are recommended for safety reasons on the playground. Tennis shoes are required for every PE session. Every student will attend PE once a week. Costumes may be worn only on schoolwide dress up days.

Items From Home/Class Sharing

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

Please help us by leaving your pets at home when you come to school to volunteer. *Please note that dogs are not allowed on school grounds when children are present*. This is for the health and safety of all students and staff. State law does not allow certain animals to be in schools (some birds, turtles, and others). Therefore, we ask that no animals are brought into the classroom unless you have made prior arrangements with your child's classroom teacher.



Birthday or other party invitations should be distributed outside of school. This ensures there are no hurt feelings by those not invited to a party.

Classroom/Birthday Treats

Teachers may have specific requests regarding birthday treats and celebrations. Therefore, it is always important to discuss your desire for a birthday celebration with your child's classroom teacher ahead of time. They are the keepers of the knowledge for those who may have allergies, uphold school board nutrition policy and so forth.

- If a birthday is celebrated at school, plan on a short duration (5 minutes).
- If your child's classroom teacher allows birthday treats, healthy and nutritious are encouraged and must follow the procedures of the school district policy for the prevention of anaphylaxis (food & substance allergies). *(See appendix for the Bellevue School District Nutrition Policy:* **POLICY 3420 AND PROCEDURE 3420P (ANAPHYLAXIS PREVENTION AND RESPONSE)**
- There is no refrigeration available for birthday treats at school.

** A new popular idea for celebrating a child's birthday or special accomplishment is to donate a favorite book to the school library or classroom in the child's name. Ask the child's teacher!

Cell Phones and Smartwatches

Cellphones **AND smartwatches** may cause distraction and interrupt learning activities. However, some families prefer their child has one for safety reasons. In that case, cellphones/**smartwatches** are to STAY OFF AND IN BACKPACKS during the school day. If the student is uncomfortable leaving devices in backpack, talk with teacher about alternative space. Student assumes all responsibility for devices.

Emergency Contact Numbers

Please contact the office promptly with changes in home address, home and work phone, or names and phone numbers of emergency contact persons. This information is vital in the event of an accident, illness, early school closure or other emergency while the child is at school.

Woodridge PTSA

Woodridge Parent Teacher Student Association (PTSA) is a major program facilitator and support resource for Woodridge Elementary students and staff. Some educational programs, financial classroom support, all social activities and all before or after-school programs would not exist without the support of Woodridge PTSA. Membership in the PTSA shows your support for Woodridge Elementary and our students. You can join Woodridge's PTSA by checking out Woodridge's PTSA website for events, membership, and additional information at https://www.woodridgeptsa.org/

Student Placement

One of the most important responsibilities of the staff each year is to work in teams and assign students to balanced classes for the upcoming school year. Many factors are considered when placing students. Academic strengths, needs, social and emotional characteristics, as well as parental input are thoughtfully considered. Should a parent feel that a child's placement is inappropriate, a request in writing should be made to the principal. We do not consider requests for specific teachers. Staffing shifts and student roster changes require us to be responsive and flexible in rostering. Thank you for your understanding.

Teachers do their best to establish a positive learning environment. However, from time to time, a change in class placements of a student of group of students may be needed to adjust imbalances that present after the school year has begun. In such cases, parents will be notified and students will be provided at least 48 hours to transition into their new classroom.

Student Progress Reports

The chief purpose of reporting student progress to parents is to provide the information necessary for a solid working relationship between school and the home in guidance of the student. Parents will be kept informed about the growth and progress of their children in all aspects of 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 and June. These reports will either be sent home with the child, or you may receive them electronically.

Homework

Homework is not required nor provided for students to complete at home. Students may complete assignments they have not completed in class at home, but they will have ample time to complete assignments at school. Teachers may offer home learning activities to extend their learning, practice valuable skills, and participate in family-team efforts.

Library

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

Lost And Found

Articles of clothing left on the playground, on school premises, are brought to our lost and found. Approximately three times a year (winter break, spring break, and again in June), items from Lost & Found will be donated to charity, so please claim missing items promptly. Please label all lunch boxes, coats, etc., with the student's name.

Lunch Program

Students are welcome to bring home lunch or eat school lunch each day during the designated lunch time. Students have 25 minutes to eat lunch in our lunchroom. Students eating school lunch may spend some of that time standing in line. We will ensure that all students have time to finish their lunch before returning to the classroom.

Lunch menus are available on the district website. https://www.bsd405.org/programs-and-services/nutrition-services/menus-and-nutritional-information

Your child may be qualified for our Free/Reduced Lunch program. To learn more about it please visit: https://www.bsd405.org/programs-and-services/nutrition-services/menus-and-nutritional-information

Snack

Many students choose to bring a snack from home to eat mid-morning or afternoon, depending on the teacher's snack practice.
**Candy, gum, and soda should not be brought to school for snacks or lunch. No gum at school across grade levels except for teacher supervised assessment or special celebration times.*

Classroom snacks should follow district policy and procedures (**POLICY 3420 AND PROCEDURE 3420P (ANAPHYLAXIS PREVENTION AND RESPONSE).** Classroom teachers may also ask families to contribute to class snack options to be shared with students daily.

Parent Volunteers

Woodridge continues to need volunteers to help provide quality educational and enrichment activities for its students. If you have one hour per month, one hour per week, or several each week, whether at home or at school, contact your child's teacher, the Main Office, or one of the PTSA Officers. Every contribution, big or small, makes a difference in our children's education and is vital to the success of our school.

Some of the areas of need are classroom assistant or room parent (helping the teacher in a variety of ways), library assistant (shelving and repairing books, helping students at check-out times), computer work with students, field trips, fund-raisers, school programs and assemblies, or helping in the office with copying, collating, and clerical tasks. These areas of need may change from year to year. We will share more about it through the Principal and/or Classroom newsletters.

Important: Parents and Legal (court appointed) Guardians choose must submit an application to volunteer at school. One time is good enough. For the safety of our students and staff we ask that you get cleared before supporting at school. Please use the same email address you use for BSD school correspondence when submitting your volunteer application.
https://www.bsd405.org/community/volunteer

Visitor Badges

If you come to volunteer, bring something to your child or meet with a teacher during the school day, stop by the office and sign in before going to a classroom. We will ask you to wear a badge identifying you as a visitor or volunteer. If you are not wearing a badge, a staff member will direct you to the office to get one.

Photographs and/or Videotapes

Photographing and videotaping of students at school are not allowed without permission from the parent/guardian. Occasionally, your student might be included on videotapes and/or in photographs used for appropriate district-authorized purposes outside the district. Permission forms have been sent home and are available in the office for you to sign only if you do not want your child included in these videotapes or photographs. Examples of uses are:

- Show the Bellevue community what we do in our school
- Use for broadcast media and newspaper articles
- Included 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

Money, Valuables And Classroom Sharing

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

Emergency Information

Emergency contact information is maintained in the student information system – ParentVue- you can update this information at any time through the online system at Online Student Data Verification, please promptly update any changes. This information will be used when your child is sick or if there is an emergency at school. We will first call the parents/guardians listed at their home/work numbers. If we are unable to reach them directly, we will leave a message whenever possible and proceed down the emergency contact list in the order given. We often face the dilemma of not being able to contact anyone because the phone numbers have changed, we would appreciate your listing as many alternative emergency contacts as possible.

Emergency Plan

In the event of an emergency, we have an emergency/disaster plan. Students and staff are instructed on emergency procedures. We practice monthly safety drills such as fire, earthquake, and lockdown drills. We have an emergency supply storage room on campus that contains supplies to provide food, water, and shelter for the students and staff. We also have several staff trained in First Aid and CPR. In the event of an emergency, our power may be lost, and we may not be able to contact you. For that reason, it is even more essential for you to keep your emergency contacts up to date with multiple contacts on this list.

During an emergency, your child will only be released to their parent/guardian or those you have designated through the emergency contact information on the Online Student Data System - ParentVue. Also, during an emergency, if you come to the school site, the most secure and safe way to get your student is to check them out at the checkout station – this is where you will find the quickest information and action to get to your child. Please be sure to update emergency dismissal information online to help expedite the process for everyone's benefit.

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 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!). 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 to 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 HIB behavior and to prevent it from happening again. Our district also has a HIB Compliance Officer (Nancy Pham, phamn@bsd405.org or 425-456-4248) 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 five school days unless you agree to a different timeline. If your complaint involves circumstances that require a longer investigation, the district will notify you of 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 two 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 Disciplinary Appeals Council (DAC).

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 sex, race, ethnicity, creed, religion, color, national origin, age, sexual orientation, gender expression, gender identity, homelessness, immigration or citizenship status, the presence of any sensory, mental, or physical disability, neurodivergence, the use of a trained dog guide or service animal, or honorably discharged 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 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 the 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
Director of Compliance and Legal Affairs
phamn@bsd405.org
425-456-4248

Concerns about sex discrimination, including sexual harassment:
Title IX Coordinator:
Nancy Pham
Director of Compliance and Legal Affairs
phamn@bsd405.org
425-456-4248

Concerns about disability discrimination:
Section 504 Coordinator:
Kerince Bowen
Director of Student Support Services
bowenk@bsd405.org
425-456-4168

Concerns about discrimination based on gender identity:

Gender-Inclusive Schools Coordinator:
Nancy Pham
Director of Compliance and Legal Affairs
phamn@bsd405.org
425-456-4248

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**.

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
Director of Compliance and Legal Affairs
phamn@bsd405.org
425-456-4248

For concerns about discrimination or discriminatory harassment based on gender identity or gender expression, please see the information above on page 2.

Our School is Committed to Students and State Law

Students have the right to learn in schools that follow state law and protect their rights. Willful noncompliance happens when a school district leader or school board member does something—or fails to do something—that they knew, or reasonably should have known, would violate state law. Under ESHB 1296, OSPI is responsible for investigating complaints about willful noncompliance and working to find fair solutions.

These laws include requirements related to:

- Civil rights and nondiscrimination (RCWs 28A.640 and 28A.642)
- Harassment, intimidation, or bullying (RCW 28A.600.477)
- Curriculum requirements and instructional materials policies (RCWs 28A.150.230, 28A.300.475, 28A.320.170, 28A.320.230, and 28A.320.235)
- Use of restraint or isolation (RCW 28A.600.485)
- Student discipline (chapter 28A.600 RCW)

How do I make a complaint about willful noncompliance with state law?

You must first use available complaint processes to try to resolve your concern. This means the available complaint processes start with your school district, even if the school district superintendent or a school board member is the subject of your complaints. School personnel are not allowed to retaliate for making a formal complaint.
If no available complaint processes are available, you must check OSPI's website for other OSPI complaint procedures at How to File a Complaint, and follow any applicable processes. If none exist, or you have completed all other processes, you must send written notice to the district superintendent at least 30 calendar days before filing a complaint with OSPI.
Complaints to OSPI must be submitted within 30 calendar days after a final decision in the local complaint process, when one applies. The complaint must be in writing and include enough information to describe the concern and the actions or failures to act that may be willful noncompliance. You may send the complaint by mail, email, or hand delivery to OSPI.

When OSPI receives a complaint that meets the requirements for investigation, it will open an investigation. OSPI will send you written notice of the allegations under investigation. After the investigation is complete, OSPI will issue written findings to you and your school. These findings will state whether noncompliance occurred and may require the school to take actions to fix the issue.

Who else can help with HIB, Discrimination, or Willful Noncompliance 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

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 are 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 made 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 parties involved 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 for meeting with the complainant to understand 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 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 has 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 **c**onducts an annual review of each program and 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.

HELPING YOUR CHILDREN AT HOME

Parent Help for Students

Parents often ask, "What can I do at home to help my child learn?" The following list will help your child be more successful in school:

- Talk with your child about school; what is easy and what is hard for them.
- Read to your child and/or have them read to you every day for 20 minutes. Reading can be done in a language other than English. It is the reading that is important, not just English.
- Ask your child to explain his or her thinking when talking.
- Ask lots of "why" questions.
- Have your child write every day.
- Play games that involve problem solving.
- Practice basic math facts in addition, subtraction and multiplication and division.
- Practice spelling and vocabulary words.