



Bellevue Big Picture School

Student Handbook

2026 - 2027

Bellevue Big Picture School Mission

To prepare all students for success in college, career, and citizenship through personalized, rigorous, and relevant learning experiences.

Bellevue School District Vision

To affirm and inspire each and every student to learn and thrive as creators of their future world.

Bellevue Big Picture School

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School Safety Tip Line 425-324-3875 (<https://bsd405.org/help/report/>)

WEBSITES

Bellevue School District <http://www.bsd405.org>

Bellevue Big Picture <https://bellevuebigpicture.bsd405.org/>

Bellevue Big Picture PTSA <https://www.bellevuebpspsa.org/>

COMMUNITY RESOURCES

Child Protective Services 1-866-363-4276 or 800-562-5624

Washington Teen Link 866-833-6546

Youth Eastside Services 425-747-4937

Crisis Connection 866-427-4747

Crisis and Suicide Lifeline (24 Hour) 988

Domestic Violence (24 Hour Hotline) 1-800-799-SAFE

Poison Information Center 800-222-1222

BSD Language Phone Lines

Español

425-456-4254

Русский

425-456-4280

中文

425-456-4282

한국어

425-456-4283

日本語

425-456-4281

Tiếng Việt

425-456-4284

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BELLEVUE BIG PICTURE SCHOOL MISSION:

To prepare all students for success in college, career, and citizenship through personalized, rigorous, and relevant learning experiences.

Bellevue School District (BSD) Vision:

To affirm and inspire each and every student to learn and thrive as creators of their future world.

BSD Mission:

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

BELLEVUE BIG PICTURE GUIDING PRINCIPLES: The school was designed around the Big Picture Learning philosophy and five guiding principles: *Personalization, Adult World Connection, Common intellectual Mission, Shared Leadership and Responsibility, Supportive Partnerships.*

Guidelines for Success: At Big Picture, students are acknowledged within classes and at PMU's for demonstrating: *Positive Relationships, Ownership of Learning and Leadership.*

Staff and Students Commit to Join the Panther PROWL at Big Picture!

Positive Relationships	Treat each other well.
Ownership of Learning	Self-management and making good choices.
Leadership	Doing what is right to take care of the physical space around you and the school community – no matter who is or isn't watching!

BIG PICTURE SCHOOL GOALS

Bellevue Big Picture's *curricular program* is led by the Building Equity Leadership Team, which provides oversight to ensure improvement in academic and social-emotional outcomes for all students. The school is committed to growing Project-based Learning in all courses, due to the opportunity for student voice and choice in this approach. The school will refine its implementation of the Big Picture design features each year, including advisory, personalized learning plans, Learning Through Internships (LTI), student-led conferences, and college and career exploration.

Bellevue Big Picture will also continue to develop a *strong and supportive school culture* through:

- Positive Behavior Interventions and Supports (PBIS), including Panther PROWL behavior expectations and PROWL slip recognition;
- Restorative Practices, which includes implementing academic and community building circles in classrooms and using restorative conferencing to resolve conflicts.

Additional programs to support a positive school culture include weekly Pick Me Up (PMU) assemblies, anti-bullying curriculum, positive student recognition programs and afterschool activities.

Family and community engagement are critical to Bellevue Big Picture. We continue to build community partnerships to support the internship program, as well as partnerships with parents,

colleges, businesses and non-profits to support all students with academic success and college and career readiness. The school will continue to recruit, train, and support mentors; design and host parent information nights on topics like project-based learning, standards-based grading, and technology integration; stretch out into the community to promote the school to district students during the open enrollment period; and showcase innovative practices to other educators in the district and beyond.

STUDENT SCHEDULES AND REQUIREMENTS

Middle School

Monday & Friday		Tuesday		Wednesday		Thursday	
1 st Period	8:10-9:00	1 st Period	8:10-9:00	2 nd Period	8:10-9:50	1 st Period	8:10-9:40
		PMU	9:05-9:30	4 th Period	9:55-11:30	3 rd Period	9:45-11:20
2 nd Period	9:05-10:00	2 nd Period	9:35-10:20	Lunch	11:30-12:00	Lunch	11:20-11:50
3 rd Period	10:05-10:55	3 rd Period	10:25-11:10	5 th Period	12:05-1:40	6 th Period	11:55-1:30
4 th Period	11:00-11:55	4 th Period	11:15-12:05			7 th Period	1:35-3:05
Lunch	11:55-12:25	Lunch	12:05-12:35			Tutorial	3:05-3:40
5 th Period	12:30-1:20	5 th Period	12:40-1:25				
6 th Period	1:25-2:15	6 th Period	1:30-2:15				
7 th Period	2:20-3:05	7 th Period	2:20-3:05				
Tutorial	3:05-3:40	Tutorial	3:05-3:40				

High School

Monday, Tuesday, Friday		Wednesday (alternating weeks)				Thursday	
		A		B		*subject to change based on each student's LTI	
1 st Period	8:00-8:58	1 st Period	8:00-9:15	2 nd Period	8:00-9:15	Advisory	8:00-9:00
2 nd Period	9:01-9:59	3 rd Period	9:20-10:20	3 rd Period	9:20-10:20	Workshop 1	9:05-10:50
3 rd Period	10:02-10:27	5 th Period	10:25-11:40	4 th Period	10:25-11:40	Lunch	10:50-11:20
4 th Period	10:29-11:27	7 th Period	11:45-1:00	6 th Period	11:45-1:00	Workshop 2	11:25-1:10
Lunch	11:27-11:57	LUNCH	1:00-1:30	LUNCH	1:00-1:30	Workshop 3	1:15-3:00
5 th Period	12:00-12:58					Tutorial	3:00-3:30
6 th Period	1:01-1:59						
7 th Period	2:02-3:00						
Tutorial	3:00-3:30						

TUTORIAL

Tutorial meets Mon, Tues, Thurs, and Fri for 30 minutes following school in all teachers' rooms. Students may be assigned to tutorial by their teachers, and/or they may choose to go to tutorial in a specific class to get more individualized attention from a specific instructor, to complete missing assignments, or to take make-up tests. If students are on campus during this time, they need to be in a teacher's room for tutorial. We encourage students to attend tutorial regularly!

Middle school students planning to attend a club or Jubilee sport after tutorial must bring with them a signed pass from the teacher whose tutorial they attended.

FULL SCHEDULE REQUIREMENTS

All 6th-10th grade students are required to have a full schedule. All 11th and 12th grade students are encouraged to take a full schedule each semester but may opt to earn six credits instead of seven. **During any open period, students are expected to be off school grounds or in the library / internship hub for quiet study.** Students choosing to be in the library / internship hub must check in at the main office first for attendance and safety reasons.

HIGH SCHOOL GRADUATION REQUIREMENTS

Students in Washington State must earn a minimum of 24 high school credits to graduate. Each semester class is worth 0.5 credit. In order to receive a diploma, High School students must:

- earn a minimum of forty (40) hours of Community Service
- earn a minimum cumulative 2.0 grade point average (GPA)
- complete state assessments
- successfully complete Washington State History/Government. Students who transfer into the Bellevue School District after 7th grade will be required to satisfactorily complete Washington State History/Government in order to meet the graduation requirement.

More information about High School Graduation Requirements can be found [here](#).

RETAKING A COURSE

A student may attempt to improve the grade of a previous course by retaking the course at Bellevue Big Picture School. Students may take the course at another facility provided they receive prior approval from an Executive Director of Teaching & Learning. The highest grade earned becomes the grade of record and is computed into the cumulative credits and GPA. The other course attempt stays on the transcript. It is the student's responsibility to initiate contact with the school's registrar to have the grade corrected on the transcript although, on occasion, this transfer occurs naturally.

SCHEDULE CORRECTIONS

Course schedules are student driven; this means that courses are placed in the master schedule based on course selections of individual students from the previous spring. Throughout the registration process, students are informed to select their courses wisely as they will be held to the classes they registered for during Spring Registration.

Any request for a schedule change must be submitted before the tenth day of the semester by setting up an appointment with a counselor or administrator. Strong consideration will be given to requests which involve corrections, such as inaccurate level placement or adjustments needed due to summer school completion. It is anticipated that schedule changes will be very limited and only for significant extenuating circumstances.

Schedule change requests after ten days into the semester must be initiated by meeting with a counselor. Again, only requests that include significant extenuating circumstances will be considered. After ten class days, the withdrawal policy indicates that a student will be withdrawn with an F grade unless there are significant extenuating circumstances.

GENERAL INFORMATION

DROP OFF/PICK UP

Please use private vehicles for trips to or from school only as a last resort. If it is **absolutely necessary** to use a private vehicle, we strongly encourage families to consider carpooling and/or occasionally using an alternative transportation mode.

Please follow all posted signs for drop-off and pick-up. The student load/unload zone and student/visitor parking lot are at the northeast side of the school building. All family vehicles, student drivers, and visitors will **enter** using the driveway on SE Newport Way. When leaving this area, all vehicles will **exit** using the driveway onto 152nd Avenue SE.

If you are parking and entering the school, please park in the front lot (along Newport Way).

When it is necessary to drive a private vehicle, please use the following guidelines to be a good neighbor and to ensure the safety of all students, staff and visitors who walk, bike, drive, and take the bus.

- **DO** follow speed limits, including 20 mph in the designated School Speed Zones.
- **DO** follow instructions provided by school staff supervising the student load/unload zones.
- **DO** watch for pedestrians, bicyclists, and crossing guards at intersections and crosswalks.
- **DO** arrive between 7:45 and 8:00 A.M. for morning drop-off or student parking. It is not recommended that students arrive or be present on school property before 7:45 A.M. For afternoon pick-up, please do not arrive prior to 10 minutes before dismissal.
- **BE COURTEOUS**, and follow applicable traffic laws when using nearby streets for parking or waiting, including:
 - Stay 5 feet from driveways;
 - Stay 15 feet from fire hydrants and **mailboxes**;
 - Stay 20 feet from crosswalks or unsigned intersections;
 - Stay 30 feet from a stop sign or yield sign; and
 - **DON'T** block travel lanes.

High School classes start at 8:00 AM and Middle School classes start at 8:10 AM. Students should be dropped off with enough time remaining for the student to make it to class on time. Students will enter through the south doors only (to commons / café area) until 5 minutes before school begins.

If a student is staying after school for tutorial and/or other activities, they must be in supervised classrooms. Students not staying after school should be picked up immediately. Any student not getting picked up by 3:10 needs to be in tutorial and under adult supervision. For safety reasons, BP does not allow students to remain on campus after school in unsupervised locations.

Middle school students planning to attend a club or Jubilee sport after tutorial must bring with them a signed pass from the teacher whose tutorial they attended. After-school activities typically end by 4:45 pm.

CLOSED CAMPUS

Bellevue Big Picture is a closed campus. Students are required to remain on campus from the time they arrive at school until the end of the school day. Permission to leave school grounds during school hours will be granted upon the request of a parent/guardian. The exception to this is for high school students during lunch.

If a student leaves campus without permission, disciplinary action will be taken. Our campus is also closed to all non-BP students while school activities and classes are in session (7:45am-5:00pm).

STUDENT SUPERVISION AND LOITERING

Students must be in a supervised activity at all times. Waiting for parents and rides for more than 10 minutes is considered loitering. Once a student leaves campus, the student may not return that day unless with a parent/guardian present or for a school function.

CLASS COMPLAINTS/CONCERNS

Our goal as a school community is achievement for all students at a high standard (academic, social, and behavior). Complaints, problems or concerns about a child's class should be resolved by the people who are closest to the situation. The following process must be followed to resolve classroom/student issues or concerns:

1. Contact and/or meet with the classroom teacher. Tell the teacher your concerns.
2. With the cooperation of your child, develop a plan for resolving the problem or concern. A good faith effort must be attempted and documented by all involved. Most issues can and will be resolved with this effort.
3. If the problem is not resolved after implementation of the plan, make an appointment with the student's counselor. Share continued concerns and the efforts attempted thus far to resolve the problem. Enlist the counselor's assistance and develop a plan with the counselor for resolving the problem.
4. If the problem is not resolved with the teacher and the counselor, contact the principal or assistant principal for an appointment. Bring to the meeting all previous implementation efforts and plans. Clarify with the principal or assistant principal what actions can and will be taken in response to your concern.

A decision to make a class assignment change based on classroom concerns is the sole jurisdiction of the building principal. If a class change is warranted, the change will most likely be done at a reasonable break/time period in the academic year, i.e., the end of the term.

FIELD TRIPS

Whenever a student leaves the school grounds for a student activity, a Parent Permission Slip must be completed by a parent or guardian. Forms will be completed through [Final Forms](#). **Telephone calls cannot be accepted for authorization at such activities.** Parent chaperones are always appreciated. Interested parents should complete the [BSD volunteer authorization process](#) to be eligible to chaperone.

DELIVERING NOTES TO STUDENTS

Notes or other correspondence to students from parents, club advisors, and/or coaches will not

be delivered during the school day except in cases of emergency. Please plan ahead for this type of correspondence. (Emergencies do not include reminders to stay for tutorial or activity, appointment reminder, etc.) In addition, please do NOT text or call your children during class time. Students should not access their cell phones until lunch or after school.

GUESTS FOR DANCES

High School students wishing to bring a guest to a school-sponsored dance must obtain, complete, and return the guest application form at least 3 days prior to the event. The form is available in the main office a few weeks before each dance. After the application is approved, the BP student will receive a guest pass which will allow him/her to purchase a guest dance ticket. Each High School student is limited to bringing only one guest. The administration reserves the right to refuse access to school-sponsored events to non-BP students. Individuals attending the dances as a guest must be at least of high school age and under the age of 21. Middle School students are not allowed to bring guests to school dances.

STUDENT GIFTS OR DELIVERIES

Balloons, flowers, gifts, food, etc. will **not** be delivered to students during the day because they create an interruption to the learning environment. These items can be held in the office till after school. Parents should not attempt to deliver anything directly to their student's classroom or to the cafeteria.

VISITORS ON CAMPUS

All visitors must first sign in at the Main Office and receive a name tag. This includes parents and other community members. Visits to classes should be pre-arranged so as not to disrupt the instructional environment or teacher plan for the day. Please do not arrive on campus hoping to meet a teacher during class or tutorial time. If a parent or community member wishes to meet with a staff member, please contact them by phone or email to arrange a meeting in advance. If you wish to observe a class in session, please make arrangements with administration in advance.

Non-Big Picture students wishing to visit Bellevue Big Picture and/or attend classes may only do so for instructional purposes. They must already reside in our attendance area and provide proof of residency. The purpose of these visits is to facilitate a successful transition for a student from their current school to Big Picture. Visits for other purposes will be denied. Students' friends, whether they live in the attendance area or not, may not visit campus during school hours. All student visits must be preapproved by the principal.

For security and safety reasons, please contact a staff member immediately if you notice an unidentified or unknown person on our campus.

POSTING AND DISTRIBUTION OF MATERIALS

Prior to distribution or posting on campus, all non-school materials must be approved by the school administration to ensure they follow district policy ([Policy 4060](#) and [Procedure 4060P](#): "Distribution of Materials"). Approved non-school materials may be posted only on the Community Bulletin Boards in the office. No more than one 8½" x 11" poster is allowed. **School-related materials must be signed, dated, and preapproved by designated school officials prior to posting.** Items may only be posted in the office and in other designated areas throughout the building. All posted items must be removed by the organizing group immediately following the event. Materials that are posted in undesignated areas or that do not follow Big Picture or district

policies will be removed.

FOOD

Students may bring snacks and bottled water (with a closable lid) to eat/drink at appropriate times. Each teacher determines what is an appropriate time or whether food is allowed in their class. Students should only have water in classrooms (not other beverages). They should keep water away from laptops. All food and gum wrappers need to be thrown in the trash cans. Classrooms may lose this privilege if there are ongoing concerns for food wrappers, gum and containers being left on the desks/floors.

ALLERGY AWARE SCHOOL

While it is not possible to create a completely allergen-free environment, students are asked to be considerate of the needs of their classmates with life-threatening allergies. This includes taking steps to minimize peer exposure to allergens, for example, refraining from exchanging food items. In addition, students should call 911 or seek adult help if a peer exhibits symptoms of a severe allergic reaction, including, but not limited to, a skin rash, vomiting, wheezing or difficulty breathing.

ROOM CLEANLINESS

Please clean up after yourself. Food wrappers need to be thrown away. Loose paper, clothes, project materials, etc. need to be put away.

EQUITY AND DIVERSITY

Bellevue School District [Board Policy No. 0130, Equity and Accountability](#)

All students have an inherent right to an equitable, accessible, inclusive, and culturally responsive learning environment. The District values students' diverse ideas and contributions, and believes that students' identities and backgrounds should actively contribute to their successful academic outcomes and that of their peers. Diversity is a core strength of our District and requires that we work systemically to eliminate racial inequalities and inequities for all marginalized students.

Click the link above for the full text of the district policy on equity and accountability.

EMERGENCIES

EMERGENCY SCHOOL CLOSURES

Bellevue School District is a member of the Public Schools Emergency Communications System (PSECS). School closure information is updated through PSECS, which is then accessed by numerous television and radio stations. You can hear closure information and messages by tuning in to a local TV or radio station. Other choices are:

- Internet Sites: <http://www.schoolreport.org>
- Call the School news line at 425-456-4111
- Update your phone number and email address [in ParentVUE](#)



EMERGENCY PROCEDURES

Emergency response procedures may be activated by any staff member at the school level. The District Emergency Operations Plan will be activated at the district level by the Superintendent, Deputy Superintendents, or their designee.

Fire: In case of a fire in the school, a loud alarm will sound. Students should follow instructions from their teacher and/or adult in the nearest vicinity for evacuation. Students must stay with their class and walk at all times. Fire drills will occur several times throughout the year. The alarm will sound and school officials will time how long it takes to evacuate the building. Cooperation is necessary during these drills to ensure the safety of all.

False alarms will be treated as real fires until proven otherwise. It is against state law to set off a fire alarm with no cause. The police and fire departments will be involved in an investigation should this occur. Misuse of fire alarms and/or fire extinguishers will result in disciplinary action leading up to suspension or expulsion.

Earthquake: Earthquakes occur without warning. Experts estimate that there are less than five seconds from the beginning of a quake to seek cover. In the event of an earthquake or earthquake drill, students are expected to:

- duck under a desk, table or chair
- cover face, head and neck
- hold the furniture protecting them.

Students should wait for an all-clear signal before leaving their cover. The teacher will direct evacuation if needed. Once outside, students should stay with their class and listen carefully to all instructions. Attendance will be taken and further instructions given. Each of these steps will be practiced during earthquake drills.

Decision to Implement a Lockdown: Law enforcement may contact a school and advise a lockout (or less likely, a lockdown) if there is a known safety threat in the area. If there is a threat on campus, staff members may initiate lockdown procedures. In the case of a lockout or lockdown, principals will work with district officials (and law enforcement, when applicable) to ensure the safety of staff and students and to communicate with families as the situation allows.

Full procedures for a lockout or lockdown are outlined in [Procedure 3432P](#).

During any lock-down drill or event, students may use their cell phones or smartwatches with the permission of a school staff member. Parents should contact the school directly in case of urgent communication with their child rather than calling or texting the student during school hours.

EVALUATION / STUDENT PROGRESS

Parent/Family Access to Grades and Attendance

Parents/guardians and students may access teachers' gradebooks and attendance through Synergy StudentVue/ParentVue to monitor their child's progress. This is intended to serve as a communication tool between the school, student and parent/guardian. [Instructions are here.](#)

Student-led Conferences

Student-led conferences will occur for all students 2 times per year (student, advisor, and parent/guardian). Parents/guardians may contact their student's teacher(s) and/or counselor to arrange additional conferences at other times during the year.

Report Cards

Report cards are issued four (4) times during the school year and can be found online in StudentVue/ParentVue. The 1st report card is issued at the end of the first quarter and communicates progress and grades to date. The 2nd report card communicates the final course grades for first semester. In second semester, grades are reset. The 3rd report card is a progress report at the end of third quarter, and the 4th report card communicates the final grades of second semester.

Progress Reports

Teacher-generated progress reports may be sent home with students any time during the year. Interim Progress reports are mailed home for students with C's, D's, or F's (high school credit classes), or with a score of 2 or below (middle school courses), at least 5 weeks before the end of a semester.

Standards Based Grading (SBG) Overview

Bellevue Big Picture School uses Standards Based Teaching, Assessment and Grading. This educational philosophy clearly aligns our instruction and assessment with Washington State Standards and 21st Century Skills (www.iste.org; www.p21.org). Students are empowered to take responsibility for their own mastery of the standards and will have multiple opportunities to demonstrate their growth and progress. Assessments and the associated grades are designed to communicate students' proficiency on specific standards and whether they exceed or need improvement at any given time.

Students who have not yet demonstrated proficiency on a particular standard continue to work and improve their mastery of the concept. They have multiple opportunities to demonstrate their proficiency until they meet or exceed standard.

Assessment Scale used in school-wide rubrics and grading:

- 4 – **Exceeding**: Student shows proficiency in the content/skill and can apply it to new situations.
- 3 – **Meeting**: Student shows proficiency in using the content/skill as it has been introduced in class.
- 2 – **Approaching**: Student understands pieces of the content/skill but is not able to put them together.
- 1 – **Beginning**: Student can demonstrate some of the content/skill with help.
- 0.5 – Even with help, the student does not know any of the knowledge and/or skills.
- 0 – **No Evidence**: No evidence was submitted.

At least 80% of each student's grade will be based upon demonstrated proficiency on content-specific standards. Up to 20% may be based upon demonstration of proficiency on 21st-Century Skills-based standards such as communication, collaboration, critical thinking and problem-solving.

Overall Course Grade Calculation: Middle school grades will be on the 0-4 scale above (no letter grades). High school courses and middle school courses taken for high school credit (Algebra 1, Spanish) will use the scale below to convert overall scores into letter grades.

Average of Standard Scores	3.5-4.0	2.75-3.49	2.0-2.74	1.5-1.99	0.0-1.49
Final Letter Grade	A	B	C	D	F

Please note:

- There are no pluses or minuses in the district. Students will only receive an A, B, C, D, or F for each course on their report card.
- The conversion table above is **not** the same as calculating grade point average (GPA). GPA is a way of translating a student's letter grades in multiple courses to a number. To calculate GPA, each grade of A is 4.0, B 3.0, C 2.0, D 1.0 and an F is 0.0. (applies to high school credit courses only, including those taken in middle school)

Summative Assessments: Tasks such as tests, quizzes, papers, final projects and project presentations are called "summative assessments." These are given after students have had a chance to practice the content or skills being assessed. Summative assessments WILL be used to calculate students' final grades.

Formative Assessments: Class work and assignments leading up to summative assessments are called "formative assessments." These are used as feedback for students and advisors. Examples include practice assignments, practice homework, pre-tests, some quizzes and assignments leading up to project presentations. Advisors will enter formative assignments in the Gradebook so parents, students, and advisors can track student progress, but formative assignments will not count towards a student's grade.

Students are expected to complete all formative assessments. Timely completion of all work is important in order for students to get feedback and prepare for summative assessments. Students may be assigned "mandatorial" (required afterschool tutorial) until the required missing work is completed.

Make-up and Redo Policies: Each grade level team will establish their own make-up and redo policies and communicate them to students in the course syllabus.

21st Century Skills: In addition to content standards, students may also be assessed on 21st Century Skills, including creativity and innovation, communication, collaboration, and critical thinking.

SCHOOL SERVICES

COLLEGE/CAREER RESOURCE CENTER

The Community Partnership Coordinator/ Career Specialist is available to assist students with

current career and technical curricular choices, job and career information and opportunities, and with online career interest inventories for post high school educational choices and future vocations. **SchoolLinks** is a comprehensive website that students can use to plan for college and a career. SchoolLinks allows students to:

- ♣ Build a resume, complete online surveys, and manage timelines and deadlines for making decisions about colleges and careers; complete a 4 year course plan for high school graduation or college entrance requirements
- ♣ Research colleges – Compare GPA, standardized test scores, and other statistics; explore majors; compare student activities and athletics offered on campus
- ♣ Research careers – Research hundreds of careers and career clusters, and take career assessments; find out what college major is tied to your career choice
- ♣ Create plans for the future – Create goals and to-dos, and complete tasks assigned to you by the school to better prepare yourself for your future college and career goals

ANNOUNCEMENTS

Announcements are read during first or third period as needed. Announcements must relate to school or district functions and are subject to editing. Students are responsible for knowing the contents of the announcements.

FREE AND REDUCED LUNCHES

To be eligible for free or reduced price lunches, a parent or guardian must complete the application form, which is available online from the BSD website. Income guidelines for reduced price meals are established by the Federal Government and are on the application.

GUIDANCE SERVICES

Counselors are available to assist students in the areas of academic, post high school, and socio-emotional guidance and counseling. The school counselors do individual and classroom five-year planning for ninth grade through post high school and help prepare students for standardized testing, soliciting recommendations, writing of college entrance essays, and completing applications and financial aid forms. Middle and high school counselors are qualified to assist in the interpretation of test scores, to assist in resolving personal problems, and to support you with adjustments in school and life. Their services are provided to all of our students including accelerated and special needs students. A school psychologist also works with counselors in completing psychological and academic assessments.

HEALTH SERVICES

The Health Room/Clinic is located in the Main Office. Health services include care for those who become ill or injured at school; health counseling; and information about community health resources. If you become ill while at school, please let your teacher know, and then report directly to the Health Room for assistance. You may remain in the health room for 15 minutes. After such time, students will either go home, if necessary, or go back to class. You must sign out in the Attendance Office before leaving school due to an illness and **bring an excuse note upon your return.**

InvestEd

This foundation provides assistance to students who are experiencing financial difficulties which could limit their opportunities to participate in the full school program. Please see a counselor or administrator for more information.

LOST AND FOUND

Personal belongings found on campus will be turned into the Main Office and stored in a designated location. At the end of each semester, unclaimed items will be donated to a local charity.

MEDICATION AT SCHOOL

If medication(s) is to be taken while at school, written instructions from the prescribing physician and parental permission must be obtained for EACH medication. A medication authorization form is available in the main office and must be completed by a physician and returned/faxed to the school nurse. If more than one medication is to be taken, additional authorization forms can be obtained. All medications will be kept and dispensed (as ordered by the physician) by a designated school employee. Prescription and non-prescription medication must be sent in the original pharmacy container. Non-prescription (over-the-counter) medications must be clearly labeled with the child's name, dosage, and time to be given. **NO MEDICATION (prescription or non-prescription) CAN BE GIVEN WITHOUT A PHYSICIAN'S ORDER. There is to be NO sharing of medications of any kind. This will be grounds for immediate disciplinary action.**

SCHOOL INSURANCE

Student accident insurance may be purchased through the district. Enrollment forms are available in the main office.

SCHOOL RECORDS

The registrar is responsible for maintaining Permanent Academic Records and all official school records such as transcripts, report cards, and test scores.

TEXTBOOKS AND LIBRARY BOOKS

The school district provides textbooks for all students in the district at no cost. Every student is required to take good care of all textbooks assigned to them or available in class. Only books with the assigned number assigned to each student will be accepted as valid when returned. Fines are based on teacher or principal judgment for abuse, misuse or lost books. ***Fines will be assessed for lost or damaged books and may result in holding of the student yearbook.*** No refunds on fines will be given after one year of the issuance of the fine. Also, no refunds on fines will be given if a book is later found that is no longer in use by a course.

Library books may be checked out for 3 weeks, though they may be renewed at any time. Students are responsible for keeping books in good shape and will be fined a replacement cost if damaged. A \$5 late fee will be assessed for books that are 3 weeks or more overdue. Book replacement fees (& late fees) will be assessed for books marked lost, although the replacement fee may be waived upon the book's return to the library. Unpaid library fines may hinder students from obtaining yearbooks and student transcripts.

ACTIVITIES AND ATHLETICS

ASB & STUDENT GOVERNMENT

ASB officers are elected each year according to the ASB constitution and are responsible for the student body budget and special activities such as spirit days and socials/dances. Students may purchase an ASB Card for \$15.00 and a yearbook for \$35.00. ASB cards and student yearbooks can be purchased during our August orientation as well as during the school year.

ASB cards will be issued early in the fall after student photos are delivered. The yearbook is issued at the end of the school year and features student pictures and highlights of activities during the year. Please note that for students having fines at the end of the year, yearbooks will be held until the last day of the school year or until all fines are cleared.

ACTIVITY/ATHLETIC INFORMATION

The Bellevue School District offers students opportunities to extend their learning through extracurricular and after school activity programs. Involvement in extracurricular endeavors is strongly encouraged. High school students wishing to participate in school sports should contact their attendance area high school athletic department for a list of dates and sports. Activity/Athletic eligibility requires a minimum 2.0 cumulative GPA while attending six classes.

Middle school students will have the opportunity, pending sign-ups, to participate in annual offerings. Students will have the opportunity to create a variety of after-school clubs and activities. Bellevue Big Picture students who desire to participate in school related clubs and sports must purchase an ASB card.

CLUB JUBILEE AND JUBILEE SPORTS

BBP's middle school afterschool program is run by an outside organization called Jubilee REACH through a program called Club Jubilee. They have a selection of activities that rotate throughout the year.

Jubilee programming runs from 3:45 – 4:45 pm every day except Wednesday and 2:00-3:00 on Wednesdays (during specific seasons). Currently, there is no cost for Club Jubilee though students must sign up in advance to participate.

CLUB JUBILEE SPORTS -Become part of a Team! Join an afterschool sports team and grow better by competing with your friends in other Bellevue Middle Schools in:

- Boys / Girls Soccer
- Coed Flag Football
- Girls Golf (Fall) Boys / Girls Golf (Spring)
- Boys / Girls Basketball

Click these links for more information on district activities and athletics policies: [POLICY 2151](#) and [PROCEDURE 2151P](#).

ATTENDANCE

The staff at Bellevue Big Picture School considers regular attendance essential to learning. Classroom sessions are carefully planned and are a valuable experience that cannot always be duplicated. Absences create difficulty for both students and teachers in maintaining continuity in student progress at school. Therefore, regular attendance is necessary if students are to profit fully from the learning experiences offered. District policies and procedures related to attendance are at [POLICY 3122](#) and [PROCEDURE 3122P](#).

TARDIES

Students are expected to be in class on time. This means that students are expected to be in their classrooms and ready for class at the beginning of the class. Students who arrive late disrupt the teacher and the learning of others, and do not get the full value of the education being offered.

Staff may address tardiness differently based on time of day or student/family situation. However, below is the general progression of consequences for tardiness:

- Teacher reminds student of expectations.
- Teacher-student problem-solving conversation.
- Teacher contacts parent or guardian. Teacher may also consult with advisor and/or the student's other teachers for support.
- Teacher-assigned detention.
- Referral to counselor or Assistant Principal for additional follow-up or consequences.

Students who miss more than 50% of a class period will be marked absent.

EARLY RELEASE FROM A CLASS

Students are expected to remain in class until the end of the class or until they are dismissed by the teacher. Students who leave early or miss long segments of class without permission disrupt the teacher and the learning of others, and do not get the full value of the education being offered.

At Bellevue Big Picture School, students who leave class without permission and miss at least 50% of a class period will be marked absent. Students who arrive on time to class but then miss long segments of class that are less than 50% of the whole period (for example – a 20-minute bathroom break without a health-related reason) will receive an unexcused tardy.

The following are consequences for leaving class early or without permission:

1. The student meets with a counselor or administrator to create an attendance plan which may include consequences such as a lunch detention. Parents will be contacted.
2. Repeated violations will result in a parent conference with an administrator and possible further consequences.

SANCTIONS

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

RETURNING TO SCHOOL – STUDENT RESPONSIBILITIES

1. **Returning to school late or after an absence:** Submit a written note or email to the Attendance Office with the dates and reason for the absence within two (2) school days. The note must include the reason for the absence. If the student does not submit a note to excuse the absence within 2 school days, the absence(s) become unexcused. Unexcused absences, including skipping any classes, may result progressive discipline responses. Students who are arriving late to school will receive an admit slip from the attendance specialist to give to their teacher.
2. **Make-up work:** Students have the right to make up work after an absence. It must be done in a timely manner and students may be assigned to tutorial to make up missed work. Teachers determine the amount of time given to complete make-up work.
3. **Extended absence** – Please call the school (425.456.7808) if a student is absent for more than 3 days so that homework may be requested.

PRE-ARRANGED ABSENCES

All absences related to non-school activities must be pre- arranged. The pre-arranged absence form can be obtained from the Attendance Office. The form requires signatures from an administrator, teachers, and a parent/guardian.

FAMILY VACATIONS OR TRAVEL DURING SCHOOL SESSIONS

Families should not schedule vacations to occur while school is still in session. Absences due to family vacations will not be excused. Absences due to pre-arranged travel may be excused if they are for a reason covered in school board policy/procedure (3122P, etc.). Examples include:

- Family emergency
- Health conditions
- Religious or cultural activities or instruction
- Apprenticeship / educational program
- Military or legal activities

The pre-arranged absence form must be completed and turned in 5 school days prior to the absence.

STUDENTS WHO ARE 18 YEARS OLD OR OLDER

Once students turn 18, they may obtain a form from the Attendance Office indicating they wish to write their own notes for excused absences. The form requires signatures from your parent/guardian and you. The privilege of signing notes may be rescinded by the administration for just cause.

SIGNING OUT OF SCHOOL

If students have an appointment and must leave during the school day, they need to bring a note from home to the Attendance Office before school. The student will then receive a note excusing them from class for the appointment. At the designated time, the student will show the note to their teacher and then come to the main office and **sign out** prior to leaving campus. If the student has no note, an attempt will be made to call the parent/guardian for verbal permission for the student to leave. However, students will not be excused in this situation if a parent/guardian cannot be reached.

ILLNESS DURING THE DAY

A student who becomes ill after having arrived on campus must report to the clinic and/or office. After receiving parental approval via phone, the student will be directed to sign out with the nurse or the attendance office before leaving campus and bring an excuse note upon his/her return.

FORGERIES

If a student forges a signature or falsifies oral excuses or other attendance documents, the progressive discipline policy will be followed. Regular attendance procedures for trancies will also be employed.

ATTENDANCE REASON CODES

There may be occasions where parents/guardians receive an attendance summary report detailing absences for the year. Please contact our Attendance Specialist, Nikki Lekprasert, for more information about attendance codes on this report (lekprasertp@bsd405.org).

STUDENT CODE OF CONDUCT

STUDENT AND STAFF RIGHTS AND RESPONSIBILITIES

In compliance with Washington Administrative Code 180-40-224, a complete guide to [Student and Staff Rights and Responsibilities](#) is available upon request in the Main Office or can be accessed on the BSD website. State law and BSD policies describe certain student actions that are prohibited on campus and school-related events. In cases of disciplinary actions, the disciplinary appeals process is defined in the Notice of Disciplinary Actions form and outlined on the Rights and Responsibilities document. Our intention is to keep BP safe for students and staff. We expect students to act responsibly and to treat others respectfully.

BELLEVUE BIG PICTURE'S PHILOSOPHY OF DISCIPLINE

Through prevention, action, and resolution, students will be provided with the skills necessary for them to become responsible for their own behavior. Students are expected to follow the expectations of the school and individual classrooms. Teaching acceptable behavior, while maintaining dignity, is the intent of the student behavior and discipline expectations.

Each person at BBP has a responsibility to help develop and maintain an effective and positive learning environment. Each child deserves a positive place to learn. It is our belief that our discipline policies should be positive and directed toward the goal of self-discipline and self-control. Discipline strategies assist in developing responsible students and adults who respect the rights of others. Our desire is that we treat each other as changing and growing individuals for whom education is a life-long process.

Every staff member has the responsibility to hold students accountable for inappropriate behavior. Discipline imposed by staff members for minor violations of school or classroom rules will be timely, appropriate, and may not involve a referral to the office.

WHERE AND WHEN SCHOOL RULES APPLY

- While on school premises.
- While using school transportation.
- While participating in school-sponsored activities, both at school and while away from the

school grounds.

- While away from school grounds, if conduct would directly affect the school and student learning (including but not limited to communication via social media).

LUNCHROOM EXPECTATIONS

Cafeteria/Lunch	
<u>Positive Relationships</u>	Include and make space for others. Use kind and appropriate language. Wait calmly in line. Keep your hands to yourself.
<u>Ownership of Learning</u>	Walk and be safe in the cafeteria. Use appropriate voice volume. Eat lunch first, then do activities. Stay in supervised areas on the campus.
<u>Leadership</u>	Throw out or recycle any trash you see. Help others clean up. Stand up for others.

LUNCH GUIDELINES AND ZONES

- Food may only be eaten in the **cafeteria / commons** and outdoor supervised spaces.
- Middle school:
 - The first 15 minutes of lunch must only be used for eating.
 - After the first 15 minutes, the Jubilee site coach may announce a lunch activity (soccer, kickball, etc). Students may either leave with the coach to the field or remain in the café.
 - Students must stay in the café or other supervised areas until the **5-minute warning bell** rings for class.
- High school students may leave campus for lunch, but this privilege may be revoked. Students must return to class on time.
- The campus is closed for 6th-8th graders.

PICK ME UP (PMU) ASSEMBLIES AND COMMUNITY MEETINGS – CONDUCT EXPECTATIONS

The purposes of Big Picture PMU assemblies are to generate positive school spirit and to recognize students' contributions to our program. Everyone must cooperate to create a positive, spirited and participatory audience.

PMU	
<u>Positive Relationships</u>	• Participate, stay engaged, and encourage others. • Help build a positive community!
<u>Ownership of Learning</u>	• Listen and respect speakers • Inspired by a speaker? Try to apply it in your own life!

<u>Leadership</u>	• Electronics off and away • Help set up/put away chairs
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BATHROOM/ HALL PASS PROCEDURES AND EXPECTATIONS

1. Check with your teacher before leaving. Students should use the restroom one at a time.
2. Sign out in the classroom before leaving.
3. Students should not use the restroom more than once per period and not during the first or last ten minutes of class. (10/10 Rule)
4. Students who misuse restroom privileges may receive consequences depending on the circumstances. See handbook section on attendance and tardies for more information.

PASSING TIME EXPECTATIONS FOR STUDENTS

Walkways/Passing Time	
<u>Positive Relationships</u>	• Practice kindness by looking out for others. • Keep your hands to yourself. • Walk on the right side of the hallway. • Respect other people's things.
<u>Ownership of Learning</u>	• Keep your voice down. • Use passing time for restroom and other needs. • Arrive at class on time.
<u>Leadership</u>	• Set a good example for others. • Be active in a safe, responsible way. • Get help from an adult if you see unsafe behavior.

ASB ACTIVITIES, ASB OFFICERS, AND CLASS OFFICERS

Any student serving in a leadership role is expected to follow all school rules and procedures and represent Bellevue Big Picture School in a proper manner. Failure to do so could result in the removal from the leadership position as determined by the administration.

HONOR CODE

The Bellevue Big Picture community—faculty, students, and parents—strives to search for knowledge and expects all work to be a true and honest reflection of that search. To ensure the integrity of this, we will not cheat, plagiarize, lie, steal, or condone these unethical acts.

In a spirited search for knowledge, you:

- make a genuine attempt to do the work independently, first;
- honestly admit to your teacher or peers that you need assistance;
- attend tutorial, form a study group and/or get a tutor.

In that setting, you:

- build on existing knowledge to deepen understanding;
- guide/seek with questions;
- share/seek ideas, not simply answers;

- share/seek a new or contrasting perspective;
- share personal talents;
- pursue interests with passion.

And above all, you share/seek knowledge for the sake of individual growth, not merely credit.

Types and Methods of Cheating

Cheating undermines a spirited search for knowledge, hinders your growth, and includes, but is not limited to:

• Copying all or part of another person's homework • Providing/allowing the copying of homework answers • Copying test answers • Providing test answers • Sharing test questions and answers • Plagiarizing • Acquiring a test, or removing it from the room when not permitted • Presenting another person's work as your own • Using technological devices or websites for any of the purposes listed here	• Using Cliff Notes/Spark Notes instead of reading text • Submission of a prewritten assignment when such assignments are to be finished in class • Receiving credit in two different classes for the same assignment without prior permission • Receiving help on an assignment designated as only to be done by you • Possessing or using crib or cheat sheets and body art • Deliberately missing a class period to avoid an assignment or test • Misrepresenting lab data • Attempted cheating
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At Bellevue Big Picture, the following consequences will occur for cheating / plagiarism:

- First offense: Teacher conference with the student, teacher contact with parent/guardian, and a temporary score of missing/zero on the assignment. Students will work with their teacher to create a plan outlining the difficulties that led them to plagiarize, the steps they will take to redo the assignment, and their proposal for reestablishing trust with their teacher.
- Second offense: In addition to the consequences for the first offense, disciplinary referral to administrator, and share consequences for future cheating infractions.
- Third offense and beyond: progressive consequences to include, but not limited to, in-school suspension, failing grade, and/or removal from class.
- If an offense is exceptional in nature, any of the above steps may be skipped, regardless of whether or not a student has committed a first or second offense.

If there are any questions, please consult with your teacher prior to turning in the assignment.

USE OF DISTRICT NETWORK

Bellevue School District expects students to exercise good judgment and use network resources in an appropriate manner. All use of the network must support education and research and be consistent with the mission of the District.

Use of the electronic resources provided by the District is an expectation and privilege. In order to maintain the privilege, students agree to learn and comply with all of the provisions included in the Student Acceptable Use of District Network [Procedure 2022P](#).

ARTIFICIAL INTELLIGENCE TOOLS

Artificial intelligence (AI) is a powerful technology that can enhance learning, creativity, and problem-solving for students. However, AI also poses potential risks and challenges, such as ethical, social, and privacy issues.

Students are expected to use AI in accordance with the following principles:

1. **Respect** for dignity, diversity, and rights of all, including privacy and intellectual property rights. Students should not use AI to harm, harass, discriminate, or manipulate others.
2. Students should be **responsible** for their actions and decisions when using AI. Students should understand the purpose, function, and limitations of AI, and seek guidance from teachers or parents/guardians when in doubt. Students should not use AI for illegal, unethical, or inappropriate purposes.
3. Students should be **transparent** and honest about their use of AI. Students should not misrepresent, deceive, or hide their use of AI or its data.
4. Students should be **accountable** for the consequences and impacts of their use of AI. Students should report any problems, errors, or issues that arise from AI use to their teachers. Students should cooperate with any investigations or audits related to AI use.

Consequences for Noncompliance in use of AI

Students who fail to comply with this policy may face corrective actions in accordance with Policy 3241, including but not limited to:

1. Warning or reprimand.
2. Loss of access or privileges to use AI or its data and/or District provided technology.
3. Exclusionary corrective action up to and including suspension or expulsion from school.
4. Legal action or prosecution.

STUDENT LAPTOPS

Information on the rationale for and use of district-provided student laptops can be found in the Parent and Student One-to-One Device Handbook.

CELL PHONES AND PERSONAL ELECTRONIC DEVICES

Cellular phones, headphones, and other electronic devices may not be used during class unless approved by the teacher. Devices must be off and in backpacks during class time.

Failure to comply with these guidelines will result in the following consequences:

1. First offense—warning.
2. Second offense (in the same class period) —Turn in device to teacher. Student picks up at end of the day. Teacher will notify parent/guardian and enter “observation” or “educator handled incident” in Synergy.
3. Third offense (new day/period) —Turn in device to teacher. Parent/guardian must pick up from office at end of the day. Teacher will enter “educator handled incident” in Synergy. If parent/guardian is not able to pick up the device, the device may be returned to the student at the request of the parent/guardian.
4. Fourth offense and beyond- Referral to administrator; turn in device to teacher. Parent/guardian meeting required to retrieve device. Device may be banned from school.

Students may be asked to leave their devices in the classroom prior to using a restroom pass. Schools may require that phones be kept in designated storage locations, determined by the school or by individual teachers.

Students may use cell phones and other electronic devices during lunch and passing times, provided they do not interfere with the safety or well-being of others or cause disruption. Taking video or photos of students or adults without their permission is not allowed.

Parents should contact the school directly in case of urgent communication with their child rather than calling or texting the student during school hours. In case of an emergency, students may use their cell phones or smartwatches with the permission of a school staff member.

The full district policy and procedure on personal electronics devices can be found at these links: Policy [3245](#), [3245P](#).

LOCKERS AND PERSONAL PROPERTY

Students may have the use of a PE locker to store PE clothes. The Bellevue School District and Bellevue Big Picture School assume no responsibility for lost or stolen property that you put in your PE locker. Report thefts or vandalism to the Main Office. Staff will follow up on your report.

Please protect your personal property. We recommend that you avoid leaving valuable possessions (i.e., headphones, cell phones, calculators, etc.), cash, or credit cards unprotected in the PE locker rooms. For greatest security, please leave valuables at home.

Please note that drug dogs may be utilized on campus on an infrequent basis. The school administration has access to all lockers in case they need to search them for the purpose of maintaining the integrity of the school environment to protect the safety of other students.

METRO BUS AND ORCA PASSES

All student responsibilities and expectations apply to all Metro bus stops and rides. If an Orca card is lost or stolen, please see Neeru Madan (Office Manager) for information on receiving a new one.

INAPPROPRIATE DISPLAY OF AFFECTION

Overt displays of affection are discouraged at school. This includes kissing, grabbing or inappropriate hugging. Students engaged in these types of inappropriate affection will be referred to the office for disciplinary action.

PERSONAL AND DISTRICT PROPERTY

Personal property should not be left unattended at school and students should not lend their personal property to other students. Students should not bring more than \$5.00 to school at any one time. The school is not responsible for recovery of money or property lent, lost or stolen. Please make sure to lock up your belongings and make sure the lock on your P.E. locker is locked at all times. Students need to lock up bikes on the bike racks.

Students are expected to respect the school building, grounds, facilities, and those who maintain them. Any student who defaces, damages, or destroys school property or the personal property of individuals will be required to repair or replace the damaged item and/or bear the cost of it. The student may also face further disciplinary action. Except in cases of accidents, students are liable for all damage caused to school or personal property.

PERSONAL PROTECTION SPRAY DEVICES

State law requires that students ages 14-17 have parent permission to carry PPSDs to school. Permission forms are available in the main office and must be completed and filed prior to possessing the item.

E-BIKES, BICYCLES, HOVERBOARDS, UNICYCLES, SKATEBOARDS, AND SCOOTERS (includes other electric, motorized, & non-motorized personal transportation)

- Bellevue School District follows all City of Bellevue laws.
- Ride in a safe manner, i.e. no speeding, no riding between vehicles/pedestrians, no jumping of curbs, etc. Unsafe riding will result in disciplinary action up to and including revocation of riding privileges on campus.
- No riding on sidewalks, grass, athletic fields and courts, and plazas.
- Helmets are required while on district campuses.
- Skateboards and non-motorized scooters should be stored in the main office during the school day.
- Bicycles, e-bikes, and other personal transportation devices must be parked and locked in designated bike racks during school hours.
- Bicycles, e-bikes, and associated batteries are not allowed inside school buildings.
- E-motorcycles* are not permitted on campus unless properly licensed and registered. Drivers must have a motorcycle endorsement.
- E-scooters are not permitted on campus unless the rider is over 16 years of age. For riders over 16, e-scooters are permitted only in parking lots and roadways. Riders must follow all other laws.
- District/school is not responsible for loss, theft, or damage of personal transportation devices.

***Important:** If your e-bike can go faster than 28 mph (or faster than 20 mph while only powered by the motor), it is classified as an e-motorcycle.

SPORTS EQUIPMENT

Students are not allowed to carry balls (footballs, soccer balls, etc) with them to school. A limited number of lockers will be available for students who need to bring sports equipment to school for afterschool activities.

STUDENT IDENTIFICATION

Students are required to carry school identification while on campus at all times.

RECORDING CLASSES

The audio recording or videorecording of a class is not permitted by law unless advanced permission is obtained by the classroom teacher. The library and other instructional spaces are also included. Permission would also be required by administration as student privacy rights must be honored.

REGULATIONS AND CONSEQUENCES FOR UNACCEPTABLE BEHAVIOR

Students who are unable to meet the expectations of Bellevue Big Picture School will be given assistance to change their behavior. Treating people fairly does not mean treating everyone the same. This allows for flexibility in applying consequences in order to best meet the needs and individual situations of each person. In some cases, state and local laws or BSD policies specifically

mandate consequences. Specific policies as well as the Statement of Student Rights and Responsibilities are included in this handbook.

Level 1 (mild). Minor misbehaviors that can be adequately corrected at the time they occur and which do not require documentation. Teachers will have 1:1 conversations with students.

Level 2 (moderate). Misbehaviors that, while not requiring immediate administrative involvement do require documentation because staff member has assigned a reflection in tutorial, wants administrative input, or wants the administrator to be aware that level 1 misbehavior is becoming chronic.

Level 3 (severe) Serious misbehavior that requires immediate administrative involvement (office referral) and written documentation. Behaviors that are illegal or so severe that the misbehaving student's continued presence in the setting poses a threat to physical safety or adult authority.

CONSEQUENCES

Each of the following logical, natural consequences should relate to the school rule as directly as possible and may include any of the following:

- Reminder/Warning
- Loss of Privilege
- Removal/Cool Down (Classroom, Other Teacher's Classroom, Library, Principal's Office)
- Call Parent
- Negotiate and Write a Contract with the Teacher
- Talk to Principal
- Conference: Combination of Student/Parent/Teacher/Principal
- School Service (e.g. Campus/Lunchroom Clean Up)
- Lunch Detention or After School Detention
- Suspension (In-House)
- Expulsion

FORMS OF DISCIPLINARY INTERVENTION

Detention

- **Before or after school detention-** Assigned by staff member or administrator. A one-day notice, verbal or written will be given to allow students and parents time to arrange transportation, if needed.
- **Lunch Detention-** Assigned by office staff or administrator. Students will eat their lunch in the office and remain there for the duration of lunch. Cafeteria clean up may also be involved.

School clean-up/service- picking up litter, scraping gum, washing lockers, desks, whiteboards; general and cafeteria clean-up, or school selected community service location/organization.

Restitution- Damaged and stolen items must be paid for, replaced, or repairs by the responsible parties.

Confiscation – Items inappropriate for school will be confiscated. Final determination of return is dependent on the item.

Suspension –

- **In-School Suspension** – Student spends the day out of class, under the supervision of a staff person working on school work and/or a re-entry plan to class.
- **Long-term Suspension, Emergency Expulsion, Expulsion**- These more extensive consequences are imposed as necessary based on the severity of the disciplinary situation.

GUIDELINES AND EXPECTATIONS

DANCES

We want to ensure a fun and safe school dance environment. Students not following the guidelines below may not be able to enter a school dance or may be removed from the dance.

- All school rules and consequences are in effect during this event.
- All students need to have attended at least 5 of 7 periods of the school day on the day of (or the Friday before) the dance. This is in accordance with athletic/activity guidelines.
([Administrative Procedure 2151P](#): II. Attendance Requirements)
- All students and guests must have current photo ID at the dance.
- Backpacks are not allowed at the dance. Dress and appearance must be consistent with the Bellevue School District dress code.
- To enter the dance, students' names must be on the list of pre-sold tickets.
- Students who appear to be under the influence of alcohol and/or a controlled substance, or who have these in their possession, will (a) meet with the principal; (b) have parents notified to pick them up; and (c) be subject to corrective action under [BSD Procedure 3241P: Student Behavior](#) and [Procedure 2121P: Substance Abuse](#). Law enforcement may also be notified.
- Students must agree not to participate in inappropriate dancing, which can lead to an unsafe and/or uncomfortable environment. Inappropriate dancing includes any dancing that simulates sex. Students dancing inappropriately will be given one (1) warning. If the student is found dancing inappropriately a second time, their parent/guardian will be contacted, they will be removed from the dance and may not be allowed to attend the next school dance.

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

- ✓ Only High School students may bring one guest each to school dances.
- ✓ Guest permission forms need to be submitted to the Main Office three school days prior to the dance.
- ✓ Photo ID is required.
- ✓ You are responsible for your and your guest's behavior and conduct at the dance. Please help to make our dances safe and enjoyable for all students who attend.

Alcohol and Drug Pledge:

I pledge that I will not consume any alcohol nor take any illegal drugs prior to or during this Big Picture School event. I understand that school and/or security/police personnel may use a breathalyzer on me at any time prior to, during, or immediately after the event if suspected of being under the influence of drugs or alcohol. I also understand that the above personnel may search any vehicle under suspicion on campus. If I am suspected of being under the influence of or in possession of drugs or alcohol, I understand that I may be arrested for breaking the law and that a parent or guardian will be contacted to escort me home. I also understand that I will be

subject to additional school disciplinary consequences up to and including suspension from school.

FIGHTING/PHYSICAL ASSAULT

The administration encourages all students to manage conflicts in a reasonable and mature manner. Often a face-to-face mediation can dispel rumors and dissipate peer pressure that might lead to a fight. Our goal for each year is that Big Picture be a fight-free environment.

Fighting includes, but is not limited to, the following: Engaging in mutual physical contact; teasing, harassing, threatening or intimidating others resulting in physical contact involving anger or hostility; retaliating physically for teasing, harassing, threatening, or intimidating behavior; verbally inciting or physically supporting a fight by one's encouragement or presence, including, but not limited to, posturing, making verbal accusations or threats, or drawing spectator attention to a fight

If you are a victim of a physical assault:

- Attempt to block any punches – protect yourself
- Get away from the situation
- Seek adult assistance

Consequences:

A student who strikes another student may be subject to an emergency removal or in-school suspension upon first offense. Striking back constitutes participation in a fight, and therefore, a suspension for the non-instigating student. Any future offenses will result in more severe consequences.

FINAL EXAM INFORMATION

Any student who requests to leave school before teachers have administered final exams may take the final exam during summer vacation or no later than the first week of school. An administrator will arrange for and administer the exam.

GAMBLING REGULATIONS

Gambling, such as playing cards, dice, or games of chance for money or other things of value or the appearance of such, is prohibited.

PARKING GUIDELINES

Parking a student car on the Bellevue Big Picture campus is a privilege. To gain and maintain this privilege a student must register their car in the office, obtain a parking permit, and drive safely! Parking permits cost \$100.00 per year. Students who choose to purchase a parking permit may not be eligible to obtain a Metro bus pass, depending on current district and metro agreements.

By issuing a permit, the Bellevue School District and/or Bellevue Big Picture School does not assume liability for any property damage to any private automobile parked on its property. The owner-operator(s) of all private vehicles accepts responsibility for their own property and agrees they are parking at their own risk. Vehicles must be operated in a safe and legal manner at all times on the Bellevue Big Picture campus. The speed limit on campus is 10 mph.

Because it is necessary to maintain emergency and business access to the campus, cars blocking fire lanes, emergency exits, delivery areas, bus, handicap or motorcycle zone, etc., will be towed

and/or the driver will be fined and parking privileges removed.

Parking citations carry a minimum of \$20 fine. Depending upon the severity and/or frequency, parking citations could result in the temporary or permanent loss of parking privileges. Citations will be issued for the following:

1. Parking without a valid and visible permit. All parking permits must be clearly displayed inside on the rear-view mirror.
2. Improper parking of vehicle. This includes taking more than one stall or blocking accessibility, parking in restricted areas (fire lanes, bus lanes, handicap only, staff or visitor parking areas, the bus turn-around area, grass, etc.), or not parking in an assigned parking area.
3. Moving violation (speeding, unsafe driving, or misuse of vehicle). The speed limit in the parking lots is 10 MPH.
4. Falsification, misrepresentation, reselling or possession of another student's parking permit. Falsification or forgery of a permit may result in additional discipline.
5. Parking in a handicap space without a valid and visible state handicap parking permit. This may also result in a \$250 ticket and impound from the police department.

Depending upon the severity and or frequency of the infractions, additional penalties up to and including the temporary or permanent loss of parking privileges as well as additional disciplinary consequences may be applied. For students with more than two ticket violations, parents/guardians may be contacted.

If you wish to dispute a parking ticket you receive, you must do so with the parking supervisor (currently the Office Manager) within five (5) days. No changes will be made for tickets older than five school days. Disputing a parking ticket does not necessarily result in a reduction or elimination of the fine imposed.

Parking fines must be paid by the end of each quarter, or the parking permit may be revoked until the parking fines are paid. No reimbursement will be given if the parking permit is revoked. Repeat violators may be towed at the owner's expense.

Stolen or lost parking permits. Students will be allowed to replace a lost or stolen parking permit once at a cost of half the original price. The original permit will be voided and a new permit issued. If your permit is stolen, submit a report of the theft with Office Manager immediately. Students may not borrow, loan or resell parking permits to other students. Parking privileges may be suspended or revoked for these acts and additional fees and disciplinary action imposed.

STUDENT GRIEVANCES AND GRADE CHANGE REQUESTS (COMPLAINTS CONCERNING STAFF OR PROGRAMS)

The 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, then 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.

For the full policy and procedure, please see [Policy 4220](#) and [Procedure 4220P](#). A summary of these is also under “Selected District Policies” in this handbook.

DRESS GUIDELINES

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

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

Prohibited student dress includes clothing that:

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

The full district policy on student dress may be found at [Policy 3224](#) and [Procedure 3224P](#).

SELECTED DISTRICT POLICIES

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:
Karen Dejong
Section 504 Coordinator
dejongk@bsd405.org
425-456-4144

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?

All reports must start locally at the school or district level. However, Office of Superintendent of Public Instruction (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](#).

STUDENT CONDUCT/DISCIPLINE ([Policy 3241](#) AND [Procedure 3241P](#))

Bellevue School 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](#))

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:

- Begin the conversation with the acknowledgement that each is operating with the best of intentions.
- Work collaboratively to understand the other's point of view.
- 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:

- Detailed statement of the complaint
- Steps taken to address the complaint
- 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.



Web: <http://www.oeo.wa.gov/en>

Toll-free: 1-866-297-2597

We listen.

We inform.

Email: oeoinfo@gov.wa.gov

Fax: 844-886-5196

We help solve problems.



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

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available). (English)

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POLICY 2410: HIGH SCHOOL GRADUATION REQUIREMENTS

A. High School and Beyond Plan (HSBP)

The intent of the HSBP is to guide the student's high school experience and inform course taking that is aligned to the student's goals for education or training and career after high school. The HSBP must be updated in the sophomore year to inform junior year course taking.

All students will complete a High School and Beyond Plan. The planning process begins in the spring of 8th grade during classroom guidance activities. The High School and Beyond plan include specific course planning toward graduation, career and college goal setting, a personal interest inventory, and a resume.

If a student has an Individual Education Plan (IEP), the HSBP must be developed in alignment with their IEP. The HSBP must be updated in alignment with their school to post-school transition plan. Additionally, each student's HSBP must include evidence that the student has received information about federal and state financial assistance for post-secondary education.

Beginning with the 2020-21 school year, the District is obligated to ensure that an electronic HSBP platform is available to all students.

B. Expedited Assessment Appeal

The Office of the Superintendent for Public Instruction may waive requirements for the Certificate of Academic Achievement (CAA) or Certificate of Individual Achievement (CIA) for qualified students in the Classes of 2019, and 2020 upon request by the District Assessment Coordinator for BSD. The Class of 2021 can access the CIA to meet the state Graduation Pathway requirements.

Students must have completed all other applicable graduation requirements and have attempted an alternative assessment option as established in RCW 28A.655.065 prior to submitting a waiver request. Alternative assessment options include SAT, ACT, AP, or IB tests; Second attempt on the Smarter Balanced Assessments; GPA comparison or Certificate of Individual Achievement options (for applicable students with IEPs).

A waiver request may be submitted upon successful completion of a college level class in the relevant subject area, admission to a higher education institution or career preparation program, award of a scholarship for higher education, enlistment in a branch of the military or, if a student has demonstrated the necessary skills and knowledge through a pathway other than the options listed above.

C. Waiver of Community Service Hours and Minimum 2.0 Grade Point Average

There may be extenuating, unique and/or unusual circumstances that result in a situation where a student may not be able to complete the 40 Hour Community Service requirement. If any student and/or parent/guardian believe that there is such a circumstance, they may appeal the requirement and request a waiver. Students and/or parent/guardians may appeal by completing the 40 Hours of Community Service Request form (Procedure 2410P Exhibit E) and returning it to the appropriate school counselor.

The District expects all students to earn the necessary credits for graduation with a minimum of a 2.0 cumulative GPA. However, there may be extenuating, unique and/or unusual circumstances that result in less than a 2.0 cumulative GPA. If any student and/or parent/guardian believe that there is such a circumstance, they may appeal the requirement and request a waiver. Students and/or parent/guardians may appeal by completing the 2.0 Grade Point Average Waiver Request form (Procedure 2410P Exhibit D) and returning it to the appropriate counselor.

D. Personal Pathway Requirements

Students who choose to complete art or world language credit through Personal Pathway Requirements options, must indicate which courses they plan to use to satisfy the art and/or world language requirements in their High School and Beyond Plan. Courses used as Personal Pathway options must lead to a specific post-high school career or educational outcome.

Students must complete the Personal Pathways Requirement Planning and Request Form – Procedure 2410P –Exhibit G and submit it to their counselor for approval.

E. Credit Waiver for a Student's Circumstances

A student, or a student's parent or guardian may request a waiver of up to two credits not required by state statute for a student's circumstances that prevented the student from completing the required total 24 credits. A student's circumstances shall include the following:

- a) The death of a parent, guardian, sibling or grandparent;
- b) An unexpected and/or severe medical condition. The condition must be documented by a medical professional and included with the application, within the constraints of the Health Insurance Portability and Act (HIPAA Accountability);
- c) An unexpected multi-day absence that was beyond the student's control that was a barrier to course completion. Documentation of absence reason will need to be included with this application: or,
- d) Another unusual event of a similarly compelling magnitude.

Students and/or parent/guardians may make a request by completing Credit Waiver Request for Student Circumstances form (Procedure 2410P Exhibit I) and returning it to the appropriate counselor.

F. International Baccalaureate (IB)

Students who complete and pass all required IB diploma program courses scored at the local level; pass all internal assessments scored at a local level; successfully complete all required projects and products scored at a local level; and complete the final examinations administered by the IB Organization in each of the required subjects under the diploma program are considered to have fulfilled the requirements of the IB Diploma. Students may be considered to have satisfied state and BSD graduation requirements when:

- a) they transfer to Interlake High School from another IB program outside of the District and the completion of state and BSD credit requirements is a barrier to completing the IB Diploma.
- b) the completion of state or BSD credit requirements is a barrier to taking more than one IB course in a content area and/or to fulfill an IB Diploma requirement.

G. Courses Subject Content Area Requirements

Courses that satisfy subject content area graduation requirements are determined by the Teaching and Learning Department, reviewed annually, and published in the Bellevue School District High School Course Catalog.

H. Outside Learning Credit

Credit toward high school graduation may be granted for learning experiences outside the Bellevue School District from an accredited institution based on the following conditions:

- a) The learning experience meets BSD curriculum learning objectives.
- b) If the learning experience is for original credit, the grade will not be posted to the Bellevue School District transcript.
- c) If the learning experience is to replace a F, D or C grade, the lower grade will remain on the transcript however, the higher grade will be calculated for the GPA.
- d) Students must be scheduled in a minimum of six credits in the 11th and 12th grades and be fully scheduled (seven credits) in the 9th and 10th grades. Students must be fully enrolled in the BSD at the time of completion of the outside learning experience.
- e) Students have completed and submitted a Learning Experiences Outside the Bellevue School District form (Procedure 2410P Exhibit A).
- f) Approval for credit has been obtained prior to enrollment and/or participation in the outside learning experience to be eligible for consideration of high school credit on the BSD transcript. For learning experiences that take place in July and August, prior approval must be obtained by the last business day of June.

Outside learning experiences include on-line courses approved by the Washington State Digital Learning Department and are subject to the conditions above.

I. Waivers for courses not required by state statute and physical education

Students and/or parent/guardians may request a waiver from a course not required by state statute or physical education because of physical disability, employment or religious belief or because of participation in military science and tactics by completing the course waiver request form (procedure 2410p exhibit c) and returning it to the appropriate counselor. Students who waive physical education will be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement.

Students may earn 0.5 elective Physical Education credit for Directed Athletics by either participating in one season of WIAA or school board approved non-WIAA sports including cheerleading and drill, or by participating in at least 80 hours of approved community-based activity within 90 school days.

Students must complete, submit, and have approved, a School Sport for PE Credit Form (Procedure 2410P Exhibit B.1) or Community Based Activity for PE Credit Form (Exhibit B.2) within the academic year of involvement in the school sport or community-based activity. Specific requirements for school sports or community-based activities including the submission process are listed in each exhibit. Students must also demonstrate proficiency in the knowledge portion of the fitness requirement through an assessment that is administered nine times during each academic year. There is a nominal fee charged for this assessment.

J. Publication of Graduation Requirements

Each student and his/her parents or guardians will be informed of the graduation requirements in effect for that student. Graduation requirements are included in the Bellevue School District middle and high school course catalogs.

K. College Credit

High school credits from Washington state universities, colleges and technical schools may be awarded to juniors and seniors for courses taken through the Running Start, Tech Prep, and College in the High School programs. Conversion of college credits to high school credits are at the rate of one high school credit for five college quarter hour credits.

L. Work Based Learning Credit.

Work Based Learning is on-the-job experience that will enhance the academics and skills a student learned from a Career and Technical Education class. Students need to be enrolled in or have successfully completed a qualifying CTE class. Students must be at least 16 years of age. The work experience occurs after the school day and during the school year. For every 180 hours worked, a 0.5 credit will be awarded. Students may earn up to 1.0 credit during any school year.

M. Competency Based Credit

Credit in world languages may be awarded for proficiency.

N. Washington State History/Government and Civics Requirement

The Washington state history and government requirement are met during 7th and 8th grade social studies in the Bellevue School District. Students who transfer to the Bellevue School District after 8th grade, must complete the requirement by earning .5 credit by taking a high school course or completing the district-approved on-line alternative (non-credit). The requirement may be waived by the principal for students who: have successfully completed a state history and government course of study in another state; or are in eleventh or twelfth grade and who have not completed a course of study in Washington's history and state government because of previous residence outside the state.

The Washington state Civics requirement is that all students receive .5 credit in civics instruction that must be applied to course credit requirements in social studies required for graduation. In the BSD, this requirement is embedded in senior level social studies options of which students must choose one of either AP U.S. Government or U.S. Government/Contemporary World Affairs

O. High School Credit Prior to High School

Beginning with the class of 2024 (current 8th grade students), students who complete high school courses prior to high school will be granted credit that applies to high school graduation unless otherwise requested by the student and student's family. A process for opting out is currently under development.

For classes through the class of 2023, a student or student's family may request credit and the grade earned for high school courses taken prior to high school be posted to the high school transcript at any time up to the point a student graduates from high school, although it is strongly recommended this request be made prior to the end of a student's junior year. Requests to post individual semester grades will not be granted. Please note that once the grades are recorded on the high school transcript; the grade cannot be removed and are

included in the calculation of the student's grade point average.

Students or the student's family must complete the Grade for High School Course Request Form (Procedure 2410P Exhibit F).

Students in the classes of 2020 through 2023 who completed high school courses in school districts other than the BSD must submit documentation from their former school that includes a copy of the course descriptions.

P. IB, AP and Cambridge International Course Credit

The law specifies that for ELA the following courses count as credit and satisfy the ELA state assessment requirement:

- AP English Language and Composition Literature
- AP Macroeconomics
- AP Microeconomics
- AP Psychology
- AP US History
- AP World History
- AP US Government and Politics
- AP Comparative Government
- Any of the Individuals and Societies courses in the IB Catalog

The law specifies that for math, the following courses count as credit and satisfy the Math state assessment requirement:

AP Statistics

- AP Computer Science
- AP Computer Science Principles
- AP Calculus
- Any of the mathematics courses in the IB Catalog

The law does not specify specific Cambridge International courses beyond "English Language Arts and Mathematics."

Students are not required to take the assessment(s) associated with the courses they enroll in to meet this pathway requirement. Students can either earn a grade of C+ or higher or score a 3 or higher on the AP exam or a 4 or higher on the IB exam.

Students are not required to take the assessment(s) associated with the courses they enroll in to meet this pathway requirement. Students can either earn a grade of C+ or higher or score a 3 or higher on the AP exam or a 4 or higher on the IB exam.

Q. Graduation Ceremonies

Each school coordinates its own graduation ceremony. Students must have met graduation requirements in order to participate. Any student receiving special education or related services and who will continue to receive such services between the ages of eighteen and twenty-one will be eligible participate in the graduation ceremony and activities after four years of high school attendance with his or her age-appropriate peers and receive a certificate of attendance.

R. Summer School Credit and Credit Recovery

The High School Summer Program (9-12) provides students with an opportunity to earn up to 1.0 credit through original credit and/or grade improvement options. If the summer course is to improve a grade, the lower grade will remain on the transcript, however the higher grade will be calculated for the GPA. Approval from the school counselor is required prior to registration for a course (Procedure 2410P Exhibit H). All coursework and exams must be completed by the last day of the summer school program to be considered in the final grade. Daily student attendance is mandatory. To participate in summer school, students are required to pay tuition. There are a limited number of needs-based scholarships available.

BSD PROCEDURE 2022: ELECTRONIC RESOURCES: STUDENT ACCEPTABLE USE OF DISTRICT NETWORK

The following procedures apply to all District students and cover all aspects of the District network. The District network includes wired and wireless computers/devices and peripheral equipment, files and storage, e-mail and Internet content, and all computer software, applications, or resources licensed to the District. The District reserves the right to prioritize the use of, and access to, the network.

Network Access

The District expects students to exercise good judgment and use network resources in an appropriate manner. All use of the network must support education and research and be consistent with the mission of the District. Use of the electronic resources provided by the District is an expectation and privilege. In order to maintain the privilege, students agree to learn and comply with all of the provisions included in this document.

Acceptable Network Use Includes:

- A. Creation of files, projects, videos, web pages and podcasts.
- B. Participation in blogs, wikis, bulletin boards, and social networking sites administered in a controlled environment, ensuring student safety and enabling the requirement to meet public record requests consistent with state and federal laws.
- C. With parental permission, the online publication of student-created original educational material, curriculum related materials and student work. Sources outside the classroom or school must be cited appropriately and all copyright laws must be followed.
- D. Connection of any personal electronic device is subject to all guidelines in this document.

Unacceptable/Prohibited Network Use includes but is not limited to:

- A. Commercial Use: Using the District network for personal or private gain or benefit, commercial solicitation and compensation of any kind is prohibited.
- B. Political Use: Using the District network for political purposes in violation of federal, state, or local laws is prohibited. This prohibition includes using District computers to assist or to

advocate, directly or indirectly, for or against a ballot proposition and/or the election of any person to any office.

- C. Illegal or Indecent Use: Using the District network for illegal, bullying, harassing, vandalizing, inappropriate or indecent purposes is prohibited.
- a. Illegal activities are any violations of federal, state, or local laws (for example, copyright infringement, publishing defamatory information, or committing fraud).
 - b. Harassment includes slurs, comments, jokes, innuendoes, unwelcome compliments, cartoons, pranks, or verbal conduct relating to an individual that have the purpose or effect of creating an intimidating, hostile, or offensive environment or interfering with an individual's work or school performance, or with school operations.
Procedure 2022.P
 - c. Vandalism is any attempt to harm or destroy the operating system, application software, or data.
 - d. Inappropriate use includes any violation of the purpose and goal of the network. 5. Indecent activities (including accessing, storing, or viewing pornographic, indecent or otherwise inappropriate material) are in violation of generally accepted social standards for use of publicly-owned and operated equipment.
- D. Disruptive Use: The District network may not be used to interfere or disrupt other users, services, or equipment. For example, disruptions include distribution of unsolicited advertising ("Spam"), propagation of computer viruses, distribution of large quantities of information that may overwhelm the system (chain letters, network games, or broadcasting messages), and any unauthorized access to or destruction of District computers or other resources accessible through the District network ("Cracking" or "Hacking"). The District will not be responsible for any damages suffered by any user, including but not limited to, loss of data resulting from delays, non-deliveries, mis-deliveries or service interruptions caused by its own negligence or any other errors or omissions. The District will not be responsible for unauthorized financial obligations resulting from the use of, or access to, the network or the Internet.

Network Security and Privacy

Passwords are the first level of security for a user account. System logins and accounts are to be used only by the authorized owner of the account, for authorized purposes. Students are responsible for all activity on their account and must not share their account passwords. Password sharing is only allowed between students and their parents/guardians. The following procedures are designed to safeguard network user accounts:

- Change passwords according to district procedure;
- Do not use another user's account;
- Do not insert passwords into e-mail or other communications;
- If you write down your account password, keep it out of sight;
- Do not store passwords in a file without encryption;
- Do not use the "remember password" feature of Internet browsers; and
- Lock (Windows button + L key) the screen, or log off, if leaving the computer.

Filtering and Monitoring

Filtering software is used to block or filter access to visual depictions that are obscene, and all child pornography in accordance with the Children's Internet Protection Act (CIPA). Other objectionable

material could be filtered. The determination of what constitutes “other objectionable” material is a local decision. While filters make it more difficult for objectionable material to be received or accessed, filters are not a solution in themselves. Every user must take responsibility for his or her use of the network and Internet and avoid objectionable sites. Any attempts to defeat or bypass the District’s Internet filter or conceal Internet activity are prohibited. These may include: proxies, https, special ports, modifications to browser settings or any other techniques designed to evade filtering or enable the publication of inappropriate content. This includes the use of 3G/4G networks to bypass filters.

E-mail inconsistent with the educational mission of the District will be considered SPAM and will be blocked from entering District e-mail boxes. Staff members who supervise students, control electronic equipment or have occasion to observe student use of equipment online, must make a reasonable effort to monitor the use of this equipment to assure that student use conforms to the mission and goals of the District. Staff must make a reasonable effort to become familiar with the Internet and to monitor, instruct and assist effectively. Filtering will also be used to assist in the prevention of sharing personal data.

Copyright

Downloading, copying, duplicating and distributing software, music, sound files, movies, images or other copyrighted materials without the specific written permission of the copyright owner is generally prohibited.

Student Data

District staff will maintain the confidentiality of student data in accordance with the Family Education Rights and Privacy Act (FERPA).

No Expectation of Privacy

The District reserves the right to monitor, inspect, copy, review and store, without prior notice, information about the content and usage of: the network; user files and disk space utilization; user applications and bandwidth utilization; user document files, folders and electronic communications; e-mail; Internet access; information transmitted or received in connection with network and e-mail use. No student should have any expectation of privacy when using the District's network. The District reserves the right to disclose any electronic message to law enforcement officials or third parties as appropriate. All documents are subject to the public records disclosure laws of the State of Washington.

Archive and Backup

Backup are made of all District e-mail correspondence and stored data for purposes of public disclosure and disaster recovery.

Disciplinary Action

Violation of any of the conditions of use may be cause for revoking the offender’s privilege of network access and/or disciplinary action up to expulsion in accordance with district policies and Procedure 2022.P. In addition, violations of this policy may result in criminal prosecutions, if warranted.

Liability

The District cannot guarantee the availability of technology resources and will not be responsible for any information that may be lost, damaged, or unavailable due to technical or other difficulties. The District cannot ensure that all electronic transmissions are secure and private and cannot guarantee the accuracy or quality of information obtained. The District will employ technology protection measures to comply with Federal and State requirements to filter or block material defined to be objectionable. However, no known process can control or censor all illegal, defamatory, or potentially offensive materials that may be available to the user on systems accessible through technology resources. The District is not responsible for lost, stolen or damaged personal computing devices. Students bring these devices in at their own risk.

Bellevue学区政策和程序

以下是 贝尔维尤学区(BSD)政策和程序的政策摘要, 其中 要求或鼓励发布/通知。完整的政策和程序可以在区网站上的[BSD 数字政策和程序手册](#)中找到。每个政策和程序的标题都与特定政策和程序超链接。

我们的学校保护学生免受骚扰, 恐吓和欺凌(HIB)

学校是一个安全和包容的环境, 所有学生都受到保护, 免受骚扰, 恐吓和欺凌(HIB), 包括在课堂上, 在校车上, 在学校体育和其他学校活动中。本节定义了HIB, 解释了当你看到或体验到它时该怎么做, 以及我们学校响应它的过程。

什么是HIB?

HIB是指学生的任何有意的电子, 书面, 口头或身体行为:

- 身体伤害另一名学生或损害其财产;
- 具有严重干扰其他学生教育的效果; 或
- 严重, 持续或重大, 会给其他学生造成恐吓或威胁的教育环境。

HIB通常涉及观察到或感知到的功率失衡, 并且重复多次或极有可能重复。法律不允许HIB进入我们的学校。

我如何举报或投诉HIB?

与任何学校的工作人员交谈(考虑从你最熟悉的人开始!)。您可以使用我们区域的报告表分享对HIB的担忧([链接到表单](#)), 但关于HIB的报告可以书面或口头提出。如果您不愿意透露您的身份, 您可以匿名提交报告; 如果您希望不与参与报告的其他学生共享, 则可以保密提交报告。不会仅根据匿名或机密报告对另一名学生采取纪律处分。

如果员工被告知, 观察, 无意中听到或以其他方式见证了HIB, 他们必须采取及时, 适当的措施来停止HIB行为并防止其再次发生。我们的区域还设有一名HIB合规官(Nancy Pham, phamn@bsd405org 或425 -4040), 为预防和应对HIB提供支持。

报告HIB后会发生什么?

如果您报告了HIB, 学校员工必须尝试解决问题。如果问题得到解决, 则可能无需采取进一步措施。但是, 如果您认为您或您认识的人是未解决, 严重或持续存在的HIB的受害者, 需要进一步调查和采取行动, 则应请求正式的HIB调查。

此外, 学校必须采取行动, 确保举报HIB的人不会遭到报复。

什么是调查流程?

当您报告投诉时,HIB合规官或领导调查的工作人员必须通知与投诉有关的学生的家属, 并且必须确保进行迅速和彻底的调查。除非您同意其他时间安排, 否则调查必须在5个学习日内完成。如果您的投诉涉及需要更长时间调查的情况, 该区域将通知您 他们的预期回复日期。

调查完成后，HIB 合规官或领导调查的员工必须在2个学习日内向您提供调查结果。这种反应应包括：

- 调查结果摘要
- 确定HIB是否得到证实
- 所需的任何纠正措施或补救措施
- 有关如何对决定提出申诉的明确信息

如果我不同意结果，接下来的步骤是什么？

对于在投诉中被指定为"目标学生"的学生：

如果你不同意学区的决定，你可以上诉该决定，并包括有关投诉的任何额外信息的院长，或被指派领导上诉的人，然后向学校董事会。

对于在申诉中被指定为"侵犯者"的学生：

在HIB投诉中被发现为"侵犯者"的学生不得对HIB调查的决定提出上诉。但是，他们可以对HIB调查结果导致的纠正措施提出申诉。

有关HIB投诉流程的更多信息，包括重要的时间表，请参阅区的[HIB网页](#)和区的[HIB政策3207](#)和[程序3207P](#)。

我们的学校反对歧视

歧视可能发生在某人因属于受保护阶级而受到不同或不公平待遇的情况下，包括其种族，肤色，国籍，性别，性别认同，性别表达，性取向，宗教，信仰，残疾，使用服务性动物，退伍军人或军人身份。

什么是歧视性骚扰？

歧视性骚扰可能包括挑逗和点名；图形和书面陈述；或其他可能构成人身威胁，有害或侮辱性的行为。歧视性骚扰发生在行为基于学生受保护的班级，严重到足以造成敌对环境的情况下。敌对环境是指行为严重，普遍或持续，限制学生参与或受益于学校的服务，活动或机会的能力时产生的。

有关更多信息，请查看区的非歧视[政策3210](#)和[程序3210P](#)

什么是性骚扰？

性骚扰是指任何不受欢迎的行为或沟通，具有性性质，严重干扰学生的教育表现或营造恐吓或敌对的环境。性骚扰也可能发生在学生被引导认为必须服从不受欢迎的性行为或沟通以获得回报的情况下，例如成绩或体育团队中的位置。

性骚扰的示例可能包括为性行为或好处向某人施压；不受欢迎的性接触；性性质的图形或书面陈述；散发色情短信，电子邮件或图片；制造性笑话，谣言，或暗示性言论；以及身体暴力，包括强奸和性攻击。

根据第九编和州法律的要求，我们的学校不存在基于性别的歧视，并禁止在我们的所有教育课程和就业中进行性别歧视。

有关更多信息，请查看该学区的性骚扰[政策3205](#) 和[程序3205P](#)

[我的学校应该如何处理歧视和性骚扰问题？](#)

当学校意识到可能存在歧视或性骚扰时，它必须调查并制止这种骚扰。学校必须解决骚扰对学生造成的任何影响，包括消除敌意环境，并确保骚扰不再发生。

[如果我担心歧视或骚扰，我该怎么办？](#)

与协调员交谈或提交书面投诉。 您可以联系以下学区工作人员报告您的疑虑，提出问题或了解有关如何解决疑虑的更多信息。

对歧视的关注：

民权协调员：

Nancy Pham

民权和HIB合规官

phamn@bsd405org

425 -4040

对包括性骚扰在内的性别歧视的关切：

第九编协调员：

Jeff Lowell

体育和活动总监

lowellj@bsd405org

425 -4010

对残疾歧视的关注：

第504节：协调员：

Karen DeJong

第504节你是我的

dejongk@bsd405org

425 -4144

对基于性别认同的歧视的关注：

性别包容性学校协调员：

Nancy Pham

民权和HIB合规官

phamn@bsd405org

425 -4040

所有合规协调员的邮寄地址：12111 NE 1St Street, Bellevue, WA 98005。

要提交书面投诉，请描述可能具有歧视性的行为或事件，并通过邮件，传真，电子邮件或手递方式发送给校长，区主管或民权协调员。尽快提交投诉，以便在行为或事件发生后一年内进行及时调查。

我提出歧视投诉后会发生什么情况？

公民权利协调员将向您提供学区歧视投诉程序的副本。公民权利协调员必须确保进行迅速和彻底的调查。调查必须在30个日历日内完成，除非您同意不同的时间表。如果您的投诉涉及需要更长时间调查的特殊情况，民权协调员将以书面形式通知您，并注明其预计回复日期。

调查完成后，学区主管或领导调查的工作人员将向您发送书面回复。这一对策将包括：

- 调查结果摘要
- 确定学区是否未能遵守民权法
- 所需的任何纠正措施或补救措施
- 请注意您可以如何对决定提出申诉

如果我不同意结果，接下来的步骤是什么？

如果你不同意你的投诉结果，你可以上诉纪律上诉委员会的决定(DAC)然后到办公室的公共指示(OSPI)。有关此流程的更多信息，包括重要的时间表，请参见该学区的非歧视程序3210P和性骚扰程序3205P。

我已经提交了一份HIB投诉—我的学校会怎么做？

骚扰，恐吓或欺凌(HIB)也可能是歧视，如果它与受保护的阶级有关。如果你给你的学校一份涉及歧视或性骚扰的HIB书面报告，你的学校将通知公民权利协调员。学区将使用非歧视程序3210P和HIB程序3207P调查投诉，以完全解决您的投诉。

还有谁可以帮助解决HIB或歧视问题？

公共教育总监办公室(OSPI)

所有报告都必须在学校或地区一级本地开始。但是,OSPI可以帮助学生, 家庭, 社区和学校工作人员解决有关州法律, HIB投诉流程以及歧视和性骚扰投诉流程的问题。

OSPI 学校安全中心(有关骚扰，恐吓和欺凌的问题)

- Website: ospi.k12wa.us/student-success/health-safety/school-safety-center
- 电子邮件: schoolsafety@k12wa.us
- 电话: 360 -6068

OSPI 平等和公民权利办公室(针对歧视和性骚扰问题)

- Website: ospi.k12wa.us/policy-funding/equity-and-civil-rights
- 电子邮件: equity@k12wa.us
- 电话: 360 -6162

华盛顿州州长教育监察员办公室(OEO)

华盛顿州州长教育监察员办公室与家庭，社区和学校合作解决问题，以便每个学生都能充分参与华盛顿的K -12公立学校并在其中茁壮成长。OEO提供关于家庭，社区参与和系统宣传的非正式冲突解决工具，辅导，协助和培训。

- Website: www.oco.wa.gov
- 电子邮件: ocoinfo@gov.wa.gov
- 电话: 1 -866 -297

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

美国教育部公民权利办公室(OCR)在公立学校强制执行联邦不歧视法律, 包括那些禁止基于性别, 种族, 肤色, 国籍, 残疾, 和年龄。OCR还具有歧视投诉流程。

- Website: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- 电子邮件: orc@ed.gov
- 电话: 800 -3481

我们的学校具有性别包容性

在华盛顿, 所有学生都有权在学校得到与其性别认同相符的待遇。我们的学校将:

- 按要求的姓名和代词称呼学生, 无论是否更改法定姓名
- 更改学生的性别名称, 并在学校记录中准确反映其性别
- 允许学生使用符合其性别认同的洗手间和更衣室
- 允许学生根据其性别认同参加体育运动, 体育课程, 实地考察和过夜旅行
- 保持健康和教育信息的机密性和私密性
- 允许学生穿着反映其性别认同的服装, 并应用着装规范, 而不考虑学生的性别或感知的性别
- 保护学生免受基于其性别或性别认同的挑逗, 欺凌或骚扰

如需了解更多信息, 请查看该区的性别包容性学校政策[321I](#) 和程序[321IP](#)

如果您有任何疑问或疑虑, 请联系性别包容性学校协调员:

Nancy Pham
民权和HIB合规官
phamn@bsd405org
425 -4040

有关基于性别认同或性别表达的歧视或歧视性骚扰的问题, 请参阅上文第4页的信息。

在线报告选项

贝尔维尤学区提供*Vector Alert*, 这是一个提示报告系统, 允许学生, 员工和家长报告歧视或骚扰, 并通过四种不同的方式向我们的管理部门提交安全问题: 文本, 电子邮件, 电话和使用*Vector Alert*的网站。

学生行为/纪律(政策[324I](#)和程序[324IP](#))

特区致力确保学生有一个安全和有成效的学习环境, 让他们有每一个学习机会。为了确保每一个学生都能平等地获得教育服务, 而且学生的行为不会导致教育服务的损失, 该区消除了短期停学现象, 并在长期停学和紧急搬迁期间提供获得教育服务的机会。该学区还致力于减少校外停学和开除对任何可识别的学生群体(包括残疾学生)造成的不成比例的影响

。区内会落实积极的行为支持和原则，以履行承诺，同时亦会认识到有需要采取纠正行动。

每个程序中所述的其他重要信息(如上链接)：

1. [行为违规列表](#)
2. 学校对确定和实施纠正措施的要求，包括[课堂排除](#)，[校内暂停](#)，[长期暂停](#)，[驱逐](#)，[紧急移除](#)和[重新接合](#)
3. [父母和学生申诉/申诉权利和流程/时间表](#)

学生出勤([政策3122](#)和[程序3122P](#))

贝尔维尤学区认为，正常的学校出勤率和参与是学生成功的关键。学生应每天参加所有指定的课程。学生有时可能适当地不在课堂上。在上面链接的完整政策和程序中，您将找到有关以下内容的更多信息：

1. [如何报告缺勤](#)
2. 现场，同步和异步学习缺勤的定义
3. [根据华盛顿州法律](#)，缺勤被视为可原谅
4. 长期缺勤和无理由缺勤时的地区义务

关于工作人员或方案的投诉([政策4220](#)和[程序4220P](#))

该区的投诉程序所依据的原则是，大多数问题都可以而且应该在作出决定的一级得到解决。应尽一切努力通过非正式沟通解决问题和投诉。*如果非正式解决尝试未能为学生提供可接受的结果，则可以使用正式的投诉流程。*该学区致力于通过向负责该计划，事件行动或人员发起投诉以及及时的方式，*行动决定的*。

在处理非正式投诉时，有关各方应：

- 对话开始时，首先要确认每个人都在以最佳的意图运营。
- [合作理解](#)对方的观点。
- 在发起正式投诉之前，通过对话解决问题。

*如果投诉未能通过非正式解决办法得到解决，投诉人可在尝试非正式解决办法后三十(30)个日历日内以书面形式提出正式投诉。*任何在学校一级没有解决的非正式投诉都将提交给学校支助办公室，其中必须包括：

- [申诉](#)的详细说明
- 为处理申诉而采取的步骤
- [建议考虑](#)的解决办法

学校支助办公室将指派一名负责人与投诉人会面，以了解投诉以及已考虑的解决办法。此人将在收到投诉后的十(10)个日历日内提供处理投诉的书面决定。决议决定为最终决定，但根据法律规定向公共教育总监，其他机构或法院提出的上诉除外。

学院间活动([政策2151](#)和[程序2151P](#))

贝尔维尤学区提供了一个跨学院活动的方案。重要的是要记住，虽然参加课外活动不是一项权利，但该区致力于使每一个感兴趣的参与者都能平等地参加这些活动。

[上面](#)链接的政策和程序中包含了对参与这些活动感兴趣的人的详细信息。

[上述政策和程序](#)为有兴趣参加这些活动的人提供了详细资料。

- I. **体育/活动行为准则：**详细说明当参与者表现出任何行为达到政策和程序3241 (课堂管理，纪律和纠正措施)中定义的异常不当行为(包括非法使用毒品和酒精)级别时适用的纠正措施。这项规定包括关于如何对参与者适用这项规定的具体信息，包括上诉权。
- II. **出勤要求：**详细说明对学生运动员的期望以及在实践日和竞赛日的学校出勤情况。教练每天都会收到出勤记录，以确保其运动员有资格进行练习或竞争。在学生无法控制的罕见，极端和可减轻处罚的情况下，可以根据具体情况事先给予执业资格或竞争资格。
- III. **分数要求：**详细说明参加高中体育运动的区平均分数要求。
- IV. **WIAA (华盛顿大学间活动协会)合规性和教练：**解释高中体育项目必须遵守贝尔维尤学区董事会和华盛顿大学间活动协会(WIAA)的规则和程序。每所学校都应制定程序，以选择成人教练/教练；每年通知家长和参与者每项运动/活动的规则，条例和期望；以及监督和评估教练/顾问和计划。该规定包括如何报告可能违反地区或WIAA规则的信息。
- V. **非WIAA体育项目：**贝尔维尤学区董事会已将水球，长曲棍球和女子羽毛球等俱乐部体育项目授权为政策2151意义上的“非WIAA体育项目”。参加获得批准的非WIAA体育活动的学生必须是贝尔维尤学区的居民。董事会将不会授权高中开展由WIAA批准的体育或活动的俱乐部体育活动。
- VI. **大图和国际学校的体育资格：**在贝尔维尤学区为9-12年级学生服务的“选择”学校之一就读的学生将在为他们居住的社区服务的综合高中保持体育资格。就读于Big Picture School但不居住在Bellevue School District的学生有资格参加Sammamish High School的竞赛。就读国际学校但不居住在贝尔维尤学区的学生有资格参加贝尔维尤高中的竞争。
- VII. **周日练习和比赛：**所有学校间体育活动必须在周一至周六之间进行，因此，周日练习和比赛是禁止的。体育总监可在比赛前书面通知地区体育活动总监，请求比赛禁令的例外情况。
- VIII. **计划评估：**区对每个计划进行年度审查，以确保每个计划符合区的目标和学生的需求。这种审查必须包括参与者及其家属的广泛投入。每项体育项目都将对学生运动员和家长进行调查，作为数据来源，以便在年度审查中向体育主任和管理人员提供信息，并向教练提供信息反馈。



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

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available). (English)

华盛顿州州长 Office of the Education Ombuds (OEO, 教育监察员办公室) 是一个独立的州级机构, 通过支持家庭、学生、教育工作者和华盛顿州各社区的其他利益相关者了解 K-12 学校系统并合作解决相关问题的方式, 以此来帮助缩小教育机会的差距。OEO 所提供的服务均为免费且保密性的服务。任何人都可以就有关学校的相关问题或疑虑联系OEO。OEO 会认真倾听、分享信息以及提供转介服务, 并与各家庭、社区和学校开展非正式合作, 以共同解决问题, 以便每名学生均能充分就读本州的公立学校并在其中茁壮成长。OEO 可以提供多种语言的支持服务以及电话口译服务。如欲获得帮助或了解有关 OEO 的更多信息, 请访问我们的网站:

<https://www.oeo.wa.gov/en>; 发送电子邮件至: oeoinfo@gov.wa.gov, 或致电:

[1-866-297-2597](tel:1-866-297-2597) (可提供口译服务)。

(Chinese Simplified)

Washington State Governor's Office of the Education Ombuds • We listen. We inform. We help solve problems.

www.facebook.com/WAEducationOmbuds (English) www.facebook.com/OmbudsdeEducacion/ (Spanish)

www.twitter.com/EdOmbuds

www.youtube.com/TheWAEducationOmbudsman

POLÍTICAS Y PROCEDIMIENTOS DEL DISTRITO ESCOLAR DE BELLEVUE

Lo que sigue son resúmenes de las políticas y procedimientos del Distrito Escolar de Bellevue (BSD) de las políticas donde se requiere o se alienta la publicación/notificación. Las políticas y procedimientos completos se pueden encontrar en el [manual digital de políticas y procedimientos de](#) BSD que se encuentra en el sitio web del Distrito. El título de cada política y procedimiento está hipervinculado a la política y procedimiento específicos.

Nuestra escuela protege a los estudiantes del acoso, la intimidación y el acoso (HIB)

Las escuelas están destinadas a ser entornos seguros e inclusivos donde todos los estudiantes estén protegidos contra el acoso, la intimidación y el acoso (HIB, por sus siglas en inglés), incluso en el aula, en el autobús escolar, en los deportes escolares y durante otras actividades escolares. Esta sección define HIB, explica qué hacer cuando lo ves o lo experimentas, y el proceso de nuestra escuela para responder a él.

¿Qué es HIB?

HIB es cualquier acto electrónico, escrito, verbal o físico intencional de un estudiante que:

- Daña físicamente a otro estudiante o daña su propiedad;
- Tiene el efecto de interferir en gran medida con la educación de otro estudiante; o,
- Es tan severo, persistente o significativo que crea un ambiente educativo intimidante o amenazante para otros estudiantes.

HIB generalmente implica un desequilibrio de poder observado o percibido y se repite varias veces o es muy probable que se repita. HIB no está permitido, por ley, en nuestras escuelas.

¿Cómo puedo hacer un informe o queja sobre HIB?

Hable con cualquier miembro del personal de la escuela (considere comenzar con quien se sienta más cómodo con ella). Usted puede usar el formulario de reporte de nuestro distrito para compartir preocupaciones sobre HIB ([enlace al formulario](#)), pero los informes sobre HIB se pueden hacer por escrito o verbalmente. Su informe puede hacerse de forma anónima, si se siente incómodo revelando su identidad, o de forma confidencial si prefiere que no se comparta con otros estudiantes involucrados en el informe. No se tomarán medidas disciplinarias contra otro estudiante basándose **únicamente** en un informe anónimo o confidencial.

Si un miembro del personal es notificado, observa, escucha o es testigo de HIB, debe tomar medidas oportunas y apropiadas para detener el comportamiento de HIB y evitar que vuelva a suceder. Nuestro distrito también cuenta con un Oficial de Cumplimiento de HIB (Nancy Pham, phamn@bsd405.org o 425-456-4040) que apoya la prevención y respuesta a HIB.

¿Qué sucede después de hacer un informe sobre HIB?

Si usted reporta HIB, el personal de la escuela debe intentar resolver las preocupaciones. Si se resuelven las preocupaciones, no será necesario adoptar ninguna otra medida. Sin embargo, si usted siente que usted o alguien que conoce es víctima de HIB no resuelto, grave o persistente

que requiere más investigación y acción, entonces usted debe solicitar una investigación oficial de HIB.

Además, la escuela debe tomar medidas para asegurar que aquellos que reportan HIB no experimenten represalias.

¿Cuál es el proceso de investigación?

Cuando usted reporta una queja, el Oficial de Cumplimiento de HIB o miembro del personal que dirige la investigación debe notificar a las familias de los estudiantes involucrados con la queja y debe asegurarse de que se lleve a cabo una investigación rápida y exhaustiva. La investigación debe completarse dentro de los 5 días escolares a menos que usted esté de acuerdo con una línea de tiempo diferente. Si su queja involucra circunstancias que requieren una investigación más larga, el distrito le notificará con la fecha anticipada para su respuesta.

Cuando la investigación esté completa, el Oficial de Cumplimiento de HIB o el miembro del personal que dirige la investigación debe proporcionarle los resultados de la investigación dentro de 2 días escolares. Esta respuesta debería incluir:

- Un resumen de los resultados de la investigación
- Una determinación de si el HIB está fundamentado
- Cualquier medida correctiva o remedio necesario
- Información clara sobre cómo puede apelar la decisión

¿Cuáles son los próximos pasos si no estoy de acuerdo con el resultado?

Para el estudiante designado como el “estudiante objetivo” en una queja:

Si no está de acuerdo con la decisión del distrito escolar, puede apelar la decisión e incluir cualquier información adicional con respecto a la queja al superintendente, o a la persona asignada para dirigir la apelación, y luego a la junta escolar.

Para el estudiante designado como el “agresor” en una queja:

Un estudiante encontrado como un “agresor” en una queja de HIB no puede apelar la decisión de una investigación de HIB. Sin embargo, pueden apelar las acciones correctivas que resultan de los hallazgos de la investigación del HIB.

Para obtener más información sobre el proceso de quejas de HIB, incluyendo plazos importantes, por favor vea la [página web del HIB](#) del Distrito y la [Política 3207](#) y [Procedimiento 3207P](#) del [HIB](#) del distrito

Nuestra escuela se opone a la discriminación

La discriminación puede ocurrir cuando alguien es tratado de manera diferente o injusta porque es parte de una **clase protegida**, incluyendo su raza, color, origen nacional, sexo, etc. identidad de género, expresión de género, orientación sexual, religión, credo, discapacidad, uso de un animal de servicio, o estatus de veterano o militar.

¿Qué es el acoso discriminatorio?

El acoso discriminatorio puede incluir burlas y llamamientos; declaraciones gráficas y escritas; u otra conducta que pueda ser físicamente amenazante, dañina o humillante. El acoso discriminatorio ocurre cuando la conducta se basa en la clase protegida de un estudiante y es lo suficientemente grave como para crear un ambiente hostil. Un **ambiente hostil** se crea cuando la conducta es tan severa, generalizada o persistente que limita la capacidad de un estudiante para participar o beneficiarse de los servicios, actividades u oportunidades de la escuela.

Para obtener más información, revise la [Política de No Discriminación 3210](#) y [el Procedimiento 3210P](#).

¿Qué es el acoso sexual?

El acoso sexual es cualquier conducta o comunicación no deseada que es de naturaleza sexual y que interfiere sustancialmente con el rendimiento educativo de un estudiante o crea un ambiente intimidante u hostil. El acoso sexual también puede ocurrir cuando un estudiante es inducido a creer que debe someterse a una conducta o comunicación sexual no deseada para obtener algo a cambio, como una calificación o un lugar en un equipo deportivo.

Los ejemplos de acoso sexual pueden incluir presionar a una persona para que realice acciones o favores sexuales; toques no deseados de naturaleza sexual; declaraciones gráficas o escritas de naturaleza sexual; distribución de textos, correos electrónicos o imágenes sexualmente explícitos; hacer bromas sexuales, rumores, etc. o comentarios sugerentes; y violencia física, incluyendo violación y agresión sexual.

Nuestras escuelas no discriminan en base al sexo y prohíben la discriminación sexual en todos nuestros programas educativos y empleo, como lo requiere el Título IX y la ley estatal.

Para obtener más información, revise la [Política de Acoso Sexual 3205](#) y [el Procedimiento 3205P](#).

¿Qué debería hacer mi escuela con respecto al acoso sexual y discriminatorio?

Cuando una escuela se da cuenta de un posible acoso discriminatorio o sexual, debe investigar y detener el acoso. La escuela debe abordar cualquier efecto que el acoso haya tenido en el estudiante en la escuela, incluyendo la eliminación del ambiente hostil, y asegurarse de que el acoso no vuelva a ocurrir.

¿Qué puedo hacer si me preocupa la discriminación o el acoso?

Hable con un Coordinador o envíe una queja por escrito. Usted puede comunicarse con los siguientes miembros del personal del distrito escolar para reportar sus inquietudes, hacer preguntas o aprender más sobre cómo resolver sus inquietudes.

Preocupaciones sobre la discriminación:

Coordinador de Derechos Civiles:

Nancy Pham

Oficial de Derechos Civiles y Cumplimiento HIB

phamn@bsd405.org

425-456-4040

Preocupaciones sobre la discriminación sexual, incluido el acoso sexual:

Coordinador del Título IX:

Jeff Lowell

Director de Atletismo y Actividades

lowellj@bsd405.org

425-456-4010

Preocupaciones sobre la discriminación por discapacidad:

Coordinador de la Sección 504:

Karen Dejong

Coordinador de la Sección 504

dejongk@bsd405.org

425-456-4144

Preocupación por la discriminación basada en la identidad de género:

Coordinador de Escuelas Inclusivas de Género:

Nancy Pham

Oficial de Derechos Civiles y Cumplimiento HIB

phamn@bsd405.org

425-456-4040

Dirección postal para todos los coordinadores de cumplimiento: 12111 NE 1st Street, Bellevue, WA 98005.

Para **presentar una queja por escrito**, describir la conducta o incidente que puede ser discriminatorio y enviarlo por correo, fax, correo electrónico o entrega en mano al director de la escuela, superintendente del distrito o coordinador de derechos civiles. Presentar la queja lo antes posible para una pronta investigación, y dentro de un año de la conducta o incidente.

[¿Qué sucede después de presentar una queja por discriminación?](#)

El Coordinador de Derechos Civiles le dará una copia del procedimiento de quejas por discriminación del distrito escolar. El Coordinador de Derechos Civiles debe asegurarse de que se lleve a cabo una investigación rápida y exhaustiva. La investigación debe completarse dentro de los 30 días calendario a menos que usted esté de acuerdo con un calendario diferente. Si su queja involucra circunstancias excepcionales que requieren una investigación más larga, el Coordinador de Derechos Civiles le notificará por escrito con la fecha prevista para su respuesta.

Cuando se complete la investigación, el superintendente del distrito escolar o el miembro del personal que dirige la investigación le enviará una respuesta por escrito. Esta respuesta incluirá:

- Un resumen de los resultados de la investigación
- Una determinación de si el distrito escolar no cumplió con las leyes de derechos civiles
- Cualquier medida correctiva o remedio necesario
- Observe cómo puede apelar la decisión

¿Cuáles son los próximos pasos si no estoy de acuerdo con el resultado?

Si no está de acuerdo con el resultado de su queja, puede apelar la decisión ante el Consejo de Apelaciones Disciplinarias (DAC) y luego ante la Oficina del Superintendente de Instrucción Pública (OSPI). Más información sobre este proceso, incluyendo plazos importantes, se incluye en el Procedimiento de No Discriminación 3210P del distrito y el Procedimiento de Acoso Sexual 3205P.

Ya presenté una queja de HIB – ¿Qué hará mi escuela?

El acoso, la intimidación o el acoso (HIB, por sus siglas en inglés) también puede ser discriminación si está relacionado con una clase protegida. Si le da a su escuela un informe escrito de HIB que involucra discriminación o acoso sexual, su escuela notificará al Coordinador de Derechos Civiles. El distrito escolar investigará la queja usando el Procedimiento de No Discriminación 3210P y el Procedimiento HIB 3207P para **resolver completamente su queja**.

¿Quién más puede ayudar con HIB o preocupaciones de discriminación?

Oficina del Superintendente de Instrucción Pública (OSPI)

Todos los informes deben comenzar localmente a nivel escolar o distrital. Sin embargo, OSPI puede ayudar a estudiantes, familias, comunidades y personal escolar con preguntas sobre la ley estatal, el proceso de quejas de HIB y los procesos de quejas por discriminación y acoso sexual.

Centro de Seguridad Escolar OSPI (para preguntas sobre acoso, intimidación y acoso escolar)

- Sitio web: ospi.k12.wa.us/student-success/health-safety/school-safety-center
- Correo electrónico: schoolsafety@k12.wa.us
- Teléfono: 360-725-6068

Oficina de Equidad y Derechos Civiles de OSPI (para preguntas sobre discriminación y acoso sexual)

- Sitio web: ospi.k12.wa.us/policy-funding/equity-and-civil-rights
- Correo electrónico: equity@k12.wa.us
- Teléfono: 360-725-6162

Oficina del Defensor de la Educación del Gobernador del Estado de Washington (OEO)

La Oficina del Defensor de la Educación del Gobernador del Estado de Washington trabaja con familias, comunidades y escuelas para abordar los problemas juntos para que cada estudiante pueda participar plenamente y prosperar en las escuelas públicas K-12 de Washington. OEO proporciona herramientas informales de resolución de conflictos, coaching, facilitación y capacitación sobre familia, participación comunitaria y defensa de sistemas.

- Sitio web: www.oeo.wa.gov
- Correo electrónico: oeoinfo@gov.wa.gov
- Teléfono: 1-866-297-2597

Departamento de Educación de los Estados Unidos, Oficina de Derechos Civiles (OCR)

La Oficina de Derechos Civiles del Departamento de Educación de los Estados Unidos (OCR) hace cumplir las leyes federales de no discriminación en las escuelas públicas, incluyendo aquellas que

prohíben la discriminación basada en sexo, raza, color, origen nacional, discapacidad, etc. y la edad. La OCR también tiene un proceso de denuncia por discriminación.

- Sitio web: <https://www2.ed.gov/about/offices/list/ocr/index.html>
- Correo electrónico: orc@ed.gov
- Teléfono: 800-421-3481

Nuestra escuela es inclusiva de género

En Washington, todos los estudiantes tienen derecho a ser tratados de acuerdo con su identidad de género en la escuela. Nuestra escuela:

- Dirigirse a los estudiantes por su nombre y pronombres solicitados, con o sin un cambio de nombre legal
- Cambie la designación de género de un estudiante y haga que su género se refleje con precisión en los registros escolares
- Permita que los estudiantes usen baños y vestuarios que se alineen con su identidad de género
- Permitir que los estudiantes participen en deportes, cursos de educación física, excursiones y viajes nocturnos de acuerdo con su identidad de género
- Mantenga la información de salud y educación confidencial y privada
- Permita que los estudiantes usen ropa que refleje su identidad de género y apliquen códigos de vestimenta sin tener en cuenta el género o género percibido del estudiante
- Proteja a los estudiantes de las burlas, el acoso o el acoso basado en su género o identidad de género

Para obtener más información, revise la [Política de Escuelas Inclusivas de Género 3211](#) y el [Procedimiento 3211P](#).

Si tiene preguntas o inquietudes, por favor contacte al Coordinador de Escuelas Inclusivas de Género:

Nancy Pham
Oficial de Derechos Civiles y Cumplimiento HIB
phamn@bsd405.org
425-456-4040

Para preocupaciones sobre discriminación o acoso discriminatorio basado en identidad de género o expresión de género, por favor vea la información anterior en la página 4.

Opción de informes en línea

El Distrito Escolar de Bellevue pone a disposición *Alerta Vectorial*, que es un sistema de informes de propinas que permite a los estudiantes, el personal y los padres reportar discriminación o acoso y presentar preocupaciones de seguridad a nuestra administración de cuatro maneras diferentes: Texto, correo electrónico, teléfono y sitio web usando [**Alerta Vectorial**](#).

Conducta/Disciplina de los Estudiantes ([Política 3241](#) y [Procedimiento 3241P](#))

El Distrito está comprometido a garantizar un ambiente de aprendizaje seguro y productivo en el que los estudiantes tengan todas las oportunidades de aprender. Para asegurar que todos y cada uno de los estudiantes tengan acceso equitativo a los servicios educativos y que el comportamiento de los estudiantes no resulte en una pérdida en los servicios educativos, el Distrito ha eliminado las suspensiones a corto plazo y proporciona acceso a los servicios educativos durante las suspensiones a largo plazo y las expulsiones de emergencia. El Distrito también está comprometido a reducir el impacto desproporcionado de las suspensiones y expulsiones fuera de la escuela en cualquier grupo identificable de estudiantes, incluyendo aquellos con discapacidades. El Distrito logrará sus compromisos mediante la aplicación de apoyos y principios de comportamiento positivo, reconociendo que habrá momentos en que la aplicación de medidas correctivas sea necesaria.

Otra información importante indicada en cada procedimiento (enlazada arriba):

1. [Lista de Violaciones de Comportamiento](#)
2. Requisitos de la Escuela para determinar e implementar medidas correctivas, incluyendo **exclusiones en el aula, [suspensión en la escuela, suspensiones a largo plazo, expulsiones, retiradas de emergencia y reincorporación](#)**
3. Reclamos/derechos de apelación de padres y estudiantes y procesos/plazos

Asistencia estudiantil ([Política 3122](#) y [Procedimiento 3122P](#))

El Distrito Escolar de Bellevue cree que la asistencia regular a la escuela y el compromiso es esencial para el éxito de los estudiantes. Se espera que los estudiantes asistan a todas las clases asignadas cada día. Los estudiantes a veces pueden estar apropiadamente ausentes de la clase. En la política y el procedimiento completos, enlazados anteriormente, encontrará más información sobre:

1. Cómo reportar una ausencia
2. Definiciones de ausencia para el aprendizaje presencial, sincrónico y asíncrono
3. Ausencias consideradas excusables bajo la ley estatal de Washington
4. Deberes de los distritos sobre el ausentismo crónico y las ausencias injustificadas

Quejas relativas al personal o los programas ([Política 4220](#) y [Procedimiento 4220P](#))

El proceso de quejas del Distrito se basa en el principio de que la mayoría de los problemas pueden y deben resolverse en el nivel en que se tomaron las decisiones. Todo lo posible será resolver las inquietudes y quejas a través de la comunicación informal. Si los intentos de resolución informal no proporcionan un resultado aceptable para el estudiante, el proceso formal de queja está disponible. El distrito se compromete a resolver las preocupaciones y quejas sobre los programas, políticas, procedimientos, acciones y decisiones de los empleados de la escuela y

el distrito de una manera oportuna al iniciar la queja con la persona(s) responsable del programa, evento, acción o decisión.

Al abordar las quejas informales, las partes involucradas deben:

- Comience la conversación con el reconocimiento de que cada uno está operando con la mejor de las intenciones.
- Trabaja en colaboración para entender el punto de vista del otro.
- Trabaje para resolver la preocupación a través de la conversación antes de iniciar una queja formal.

Cuando una queja no ha sido resuelta a través de intentos informales de resolución, el demandante puede iniciar una queja formal, por escrito dentro de los treinta (30) días calendario siguientes al intento de resolución informal. Cualquier queja informal no resuelta a nivel escolar se dirige a la Oficina de Apoyo Escolar y debe incluir:

- Declaración detallada de la denuncia
- Medidas adoptadas para atender la denuncia
- Resolución(s) sugerida(s) que se examinará

La Oficina de Apoyo Escolar asignará a una persona responsable de reunirse con el demandante para entender la queja y qué resolución (s) ya ha sido considerada. Esta persona proporcionará una decisión por escrito para abordar la queja dentro de los diez (10) días calendario a partir de la recepción de la queja. Las decisiones de resolución son definitivas, excepto las apelaciones ante el Superintendente de Instrucción Pública, otras agencias o los tribunales, según lo dispuesto por la ley.

Actividades interescolares ([Política 2151](#) y [Procedimiento 2151P](#))

El Distrito Escolar de Bellevue ofrece un programa de actividades interescolares. Es importante recordar que mientras que la participación en programas extracurriculares no es un derecho, el distrito está comprometido con el acceso equitativo a estas actividades para todos y cada uno de los participantes interesados.

En la política y procedimiento vinculados anteriormente se incluye información detallada para aquellos interesados en participar en estas actividades.

La política y el procedimiento vinculados anteriormente proporcionan información detallada para los interesados en participar en estas actividades.

- I. **Código de Conducta de Actividades Atléticas:** Detalla la acción correctiva aplicada cuando los participantes que exhiben cualquiera de los comportamientos que se elevan al nivel de mala conducta excepcional como se define en la Política y Procedimiento 3241 (Administración de aulas, Disciplina y Acción Correctiva), incluyendo el uso ilegal de drogas y alcohol. En esta disposición se incluye información específica sobre cómo se aplica esta disposición a los participantes, incluidos los derechos de apelación.

- II. **Requisito de asistencia:** Detalla las expectativas para los estudiantes atletas y la asistencia escolar en los días de prácticas y competencias. Los entrenadores reciben una impresión diaria de la asistencia para asegurar que sus atletas sean elegibles para practicar o competir. En circunstancias raras, extremas y atenuantes fuera del control del estudiante, la elegibilidad para practicar o competir puede ser otorgada por adelantado en una base caso por caso.
- III. **Requisito de puntos de calificación:** Detalla el requisito promedio de puntos de calificación del distrito para la participación en el atletismo de la escuela secundaria.
- IV. **Cumplimiento y entrenadores de WIAA (Asociación de Actividades Interescolásticas de Washington):** Explica que los programas deportivos de secundaria deben cumplir con las reglas y procedimientos del Distrito Escolar de Bellevue y la Asociación de Actividades Interescolares de Washington (WIAA). Cada escuela debe tener procedimientos establecidos para seleccionar asesores/entrenadores adultos; para notificar anualmente a los padres y participantes de las reglas, regulaciones y expectativas en cada deporte/actividad; y para supervisar y evaluar entrenadores/asesores y programas. Esta disposición incluye información sobre cómo reportar una posible violación de las reglas del distrito o WIAA.
- V. **Deportes no-WIAA:** La Junta Directiva del Distrito Escolar de Bellevue ha autorizado los deportes de club en Water Polo, Lacrosse y Girl's Badminton como "deportes no-WIAA" en el significado de la Política 2151. Los estudiantes que participan en deportes no aprobados de WIAA deben ser residentes del Distrito Escolar de Bellevue. La Junta no autorizará un deporte de club para una escuela secundaria donde la escuela secundaria tenga un deporte o actividad sancionada por la WIAA.
- VI. **Elegibilidad atlética para escuelas Big Picture y escuelas internacionales:** Los estudiantes que asisten a una de las escuelas "Choice" del Distrito Escolar de Bellevue que sirven a estudiantes en los grados 9 a 12 mantendrán la elegibilidad atlética en la escuela secundaria integral que sirve al vecindario en el que residen. Los estudiantes que asisten a Big Picture School que no residen en el Distrito Escolar de Bellevue son elegibles para competir por Sammamish High School. Los estudiantes que asisten a la Escuela Internacional y no residen en el Distrito Escolar de Bellevue son elegibles para competir por la Escuela Secundaria de Bellevue.
- VII. **Prácticas y competencias dominicales:** Todas las actividades deportivas interescolares deben realizarse entre lunes y sábado; por lo tanto, las prácticas y competencias dominicales están prohibidas. Los directores atléticos pueden solicitar una excepción a la prohibición de la competencia escribiendo al Director de Atletismo y Actividades del Distrito antes de la competencia.
- VIII. **Evaluación del Programa:** El distrito lleva a cabo una revisión anual de cada programa para asegurar que cada programa cumpla con las metas del Distrito y las necesidades de los estudiantes. Dichos exámenes deben incluir aportaciones de base amplia de los participantes y sus familias. Cada programa deportivo llevará a cabo una encuesta de estudiantes atletas y padres como fuente de datos para informar a los directores y administradores atléticos en su revisión anual y para proporcionar retroalimentación informativa al personal de entrenamiento.



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

The Washington State Governor's Office of the Education Ombuds (OEO) is an independent state agency that helps to reduce educational opportunity gaps by supporting families, students, educators, and other stakeholders in communities across WA in understanding the K-12 school system and resolving concerns collaboratively. OEO services are free and confidential. Anyone can contact OEO with a question or concern about school.

OEO listens, shares information and referrals, and works informally with families, communities, and schools to address concerns so that every student can fully participate and thrive in our state's public schools. OEO provides support in multiple languages and has telephone interpretation available. To get help or learn more about what OEO does, please visit our website: <https://www.oeo.wa.gov/en>; email oeoinfo@gov.wa.gov, or call: [1-866-297-2597](tel:1-866-297-2597) (interpretation available). (English)

La Oficina de Educación y Resolución de Quejas (OEO, por sus siglas en inglés) es una agencia estatal independiente que ayuda a reducir las brechas de oportunidades educativas al apoyar a familias, estudiantes, educadores y otras partes interesadas en las comunidades de WA para comprender el sistema escolar K-12 y resolver inquietudes colaborativamente. Los servicios de OEO son gratuitos y confidenciales. Cualquiera puede comunicarse con la OEO si tiene alguna pregunta o inquietud acerca de la escuela.

La OEO escucha, comparte información y referencias, y trabaja de manera informal con las familias, las comunidades y las escuelas para abordar las inquietudes para que todos los estudiantes puedan participar plenamente y prosperar en las escuelas públicas de nuestro estado. OEO brinda apoyo en varios idiomas y tiene interpretación telefónica disponible. Para obtener ayuda u obtener más información sobre lo que hace la OEO, visite nuestro sitio web: <https://www.oeo.wa.gov/es>; envíe un correo electrónico a oeoinfo@gov.wa.gov, o llame al: [1-866-297-2597](tel:1-866-297-2597) (interpretación disponible). (Spanish)