



**Puesta del Sol**

# **Community Handbook 2017 - 2018**

Puesta del Sol Elementary School  
3810 132<sup>nd</sup> Avenue SE  
Bellevue, WA 98006

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425-456-6100

<http://www.bsd405.org/PuestadelSol>

# Welcome to Puesta del Sol Elementary School!

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

We currently serve about 580 students from Kindergarten through 5<sup>th</sup> grade. The Puesta del Sol staff is committed to working together within the greater school community to provide our students with the best possible education so that they can succeed in college, career, and life. We have high standards for ourselves, our students, and the community. We value working collaboratively with our students' families and believe that the connection between home and school plays an important role in the success of our students and our educational programs here at Puesta del Sol. Thank you for sharing your child(ren) with us!

Puesta del Sol Elementary School  
3810 132<sup>nd</sup> Ave SE  
Bellevue, WA 98006

Main Office	425 - 456-6100
Attendance Hotline	425 - 456-6152
Transportation Office	425 - 456-4512
Bellevue School District Public Information	425 - 456-4000
Bellevue School District	<a href="http://www.bsd405.org">www.bsd405.org</a>

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



## Puesta del Sol Elementary School Community Handbook 2017-2018

The policies and procedures in this handbook will be reviewed regularly by the Puesta del Sol staff and will be revised and amended as necessary.

*It is our intent that the information contained in this document is useful, clear, and easy to understand. Please discuss the material in this handbook with your child, prior to school starting. As always, your comments and suggestions for improvement of future editions of the Puesta del Sol Community Handbook are welcome in the school office. Thank you!*

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Queridos estudiantes y familias de Puesta del Sol:

¡Bienvenidos a Puesta del Sol! Welcome to our Spanish immersion program at Puesta del Sol Elementary School! We are so glad you are joining us for the 2017-18 school year! Puesta del Sol is a caring and safe a community where our goal is for each and every student to thrive social-emotionally and academically. What does this mean? It means our behavior and academic expectations partner together to create a positive and productive learning environment. Our guidelines for students' success center on three school-wide principles:

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

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

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

We look forward to partnering with you this year to make 2017-18, Puesta del Sol's 31<sup>st</sup> year of Spanish language immersion, our best year yet!

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

Sincerely,

Jonathan Shearer, Principal

# SCHOOL MISSION AND COMMITMENT



*Our Mission in the Bellevue School District and at Puesta del Sol is to provide all students with an exemplary college preparatory education so they can succeed in college, career, and life.*

## At Puesta del Sol Elementary...

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

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

## BSD SCHOOL WEBSITE

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

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

Bellevue School District Website: [www.bsd405.org](http://www.bsd405.org)

**BELLEVUE SCHOOL DISTRICT**  
2017-2018 School Year Calendar



**AUGUST**

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28 ▲	29 ▲	30 ▲	31	

**SEPTEMBER**

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27 D	28	29

**OCTOBER**

M	T	W	T	F
2	3	4 R	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25 D	26	27
30	31			

**NOVEMBER**

M	T	W	T	F
		1 R	2	3 +
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29 D	30	

**DECEMBER**

M	T	W	T	F
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18	19	20	21	22
25	26	27	28	29

**JANUARY**

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8	9	10	11	12
15	16	17	18	19
22	23	24	25	26 A
29 <	30	31		

**IMPORTANT DATES**

August 31.....First day of School  
 September 4.....Labor Day  
 September 5.....Kindergarten Only  
                                     First day of School  
 November 10.....Veterans' Day  
 November 23 & 24.....Thanksgiving  
 Dec. 18 - Jan. 1.....Winter Break  
 January 15.....MLK Jr. Day  
 February 19-23.....Mid-Winter Break  
 April 9-13.....Spring Break  
 May 28.....Memorial Day  
 June 22.....Last Day of School

**KEY**

- School begins (grades 1-12)
- School begins (Kindergarten)
- School ends
- Non-school/Non-workday

**NO STUDENTS, ALL LEVELS**

- Paid Prof./Conference Day  
October 13
  - < MS/HS Unpaid on March 10
  - > Elementary Unpaid on March 19
  - Non-paid Prof./Conference Day  
November 9, January 29\*
- \* May be school day if school Emergency Closure Day occurs before 1/22.

- + End of quarter
- ^ End of semester
- R Restricted - no p.m. school/district level meetings
- D District sponsored PD Available
- ⊗ Emergency Closure Make-up Day

**TEACHER LEARNING IMPROVEMENT DAY (LID)**

- ◆ August 25 (Special Ed/ESA ONLY)
- ▲ August 28, 29 & 30

**CLASSIFIED/ADMINISTRATIVE HOLIDAYS**

September 4                      February 19  
 November 10, 23, 24          April 13  
 December 22, 25, 29          May 28  
 January 1, 15                      July 4

**FEBRUARY**

M	T	W	T	F
			1	2
5	6	7 R	8	9
12	13	14	15	16
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26	27	28		

**MARCH**

M	T	W	T	F
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19 >	20	21	22	23
26	27	28 D	29	30

**APRIL**

M	T	W	T	F
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23	24	25	26	27
30				

**MAY**

M	T	W	T	F
	1	2 R	3	4
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14	15	16	17	18
21	22	23	24	25
28	29	30	31	

**JUNE**

M	T	W	T	F
				1
4	5	6 R	7	8
11	12	13	14	15
18	19	20	21	22 A
25 ⊗	26 ⊗	27	28	29

**JULY**

M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30	31			

# **PUESTA DEL SOL'S AMAZING STAFF**

## **Kindergarten**

Lizandra Chaparro  
Dana Cuykendall  
Crystal Flores  
Jess Torres

## **First Grade**

Maria Fletcher  
Miriam Lopez-Kimball  
Jeanine Medina  
Diana Walteros

## **Second Grade**

Debbie Hinton  
Gari Lewis  
Rocio Lara McCleary  
Nancy Penate-Bush

## **Third Grade**

Brooke Garcia  
Stephanie Giraldo  
Jane Kimbrough  
Mónica Wilson

## **Fourth Grade**

Kjell Mattson  
Mario Palacios  
Kylie Takashima  
Heidi VonTersch

## **Fifth Grade**

Ana Alfonso  
Ana Hernandez  
Claudia Mattson  
Hernán Oropeza

## **Specialists:**

Stacey Brody-Library  
Emily Rose – Music and Orchestra  
Todd Mahaffey – Band  
Marnie Kazarian Olson – Physical Education  
Patricia Carpenter – Art  
Diana Rodríguez Phillips – Special Education  
Natalie Dupree – Physical Therapist  
Kaye Edds – Occupational Therapy  
Corrine Larsen – English Language Learning  
Michelle Mordaunt-Speech and Language  
Debra Miller - Counselor  
Leanne Felts – Psychologist  
Rhiza Jackson – School Nurse

## **Technology**

Delia Villanueva – ITCL (Instructional, Technology, Curriculum Leader)  
Caitin Vaughn – Computer Technology Support

## **Staff**

Linda Rochlin – Office Manager  
Chris Clodfelter – Office Secretary, Attendance  
Monique Niven – Campus Access and Cafeteria Supervisor  
Andrea Olsen – Office, and Classroom Support  
Ricardo Guity – Recess Supervisor  
Moriah Cohen – Recess Supervisor  
Andrea Olsen – Cafeteria and Recess Supervisor, Paraeducator  
Kathy McFarlane – Recess Supervisor, Paraeducator  
Ana Salazar – Paraeducator

## **Custodial Staff**

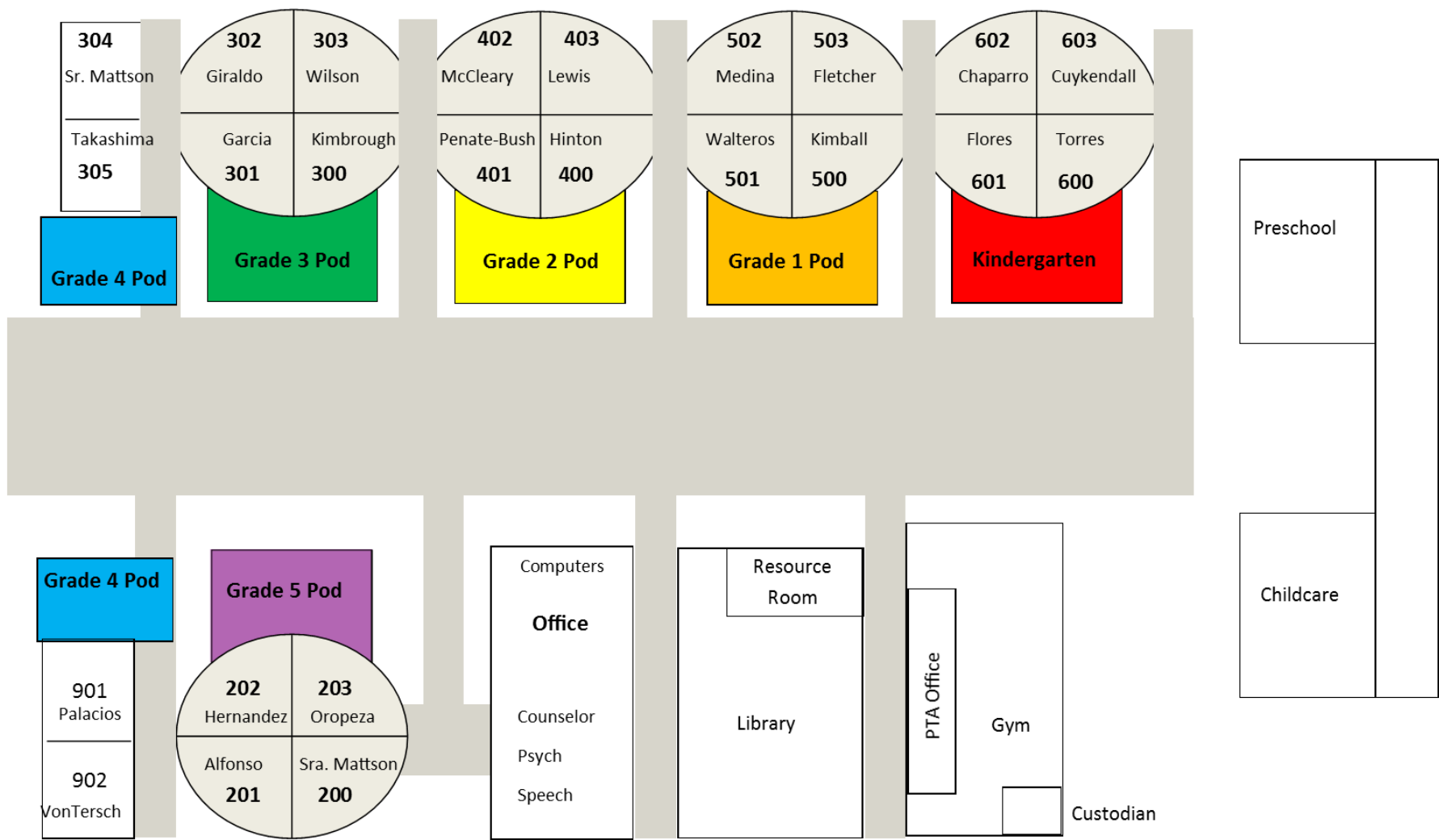
Rob Stoneman - Head Custodian  
Frank Wegzym- PM Custodian  
Cynthia Wilson

## **Cafeteria Cook** Maureen Newman

Jennifer Nguyen

<b>TEACHER</b>	<b>ROOM#</b>	<b>GRADE</b>	<b>Email Address</b>
Sra. Ana Alfonso	201	5 Social Stud	<a href="mailto:alfonsoa@bsd405.org">alfonsoa@bsd405.org</a>
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Srta. Ana Hernandez	202	5 English	<a href="mailto:hernandeza@bsd405.org">hernandeza@bsd405.org</a>
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Sra. Jane Kimbrough	300	3	<a href="mailto:kimbroughj@bsd405.org">kimbroughj@bsd405.org</a>
Sr. Gari Lewis	403	2	<a href="mailto:lewisga@bsd405.org">lewisga@bsd405.org</a>
Sra. Miriam Lopez-Kimball	500	1	<a href="mailto:kimballm@bsd405.org">kimballm@bsd405.org</a>
Sra. Claudia Mattson	200	5 Science	<a href="mailto:mattsonc@bsd405.org">mattsonc@bsd405.org</a>
Sr. Kjell Mattson	304	4	<a href="mailto:mattsonk@bsd405.org">mattsonk@bsd405.org</a>
Sra. Rocio (Lara) McCleary	402	2	<a href="mailto:mcclearyr@bsd405.org">mcclearyr@bsd405.org</a>
Sra. Jeanine Medina	502	1	<a href="mailto:medinaj@bsd405.org">medinaj@bsd405.org</a>
Sr. Hernan Oropeza	203	5 Math	<a href="mailto:oropezah@bsd405.org">oropezah@bsd405.org</a>
Sr. Mario Palacios	901	4	<a href="mailto:palaciosm@bsd405.org">palaciosm@bsd405.org</a>
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Srta. Diana Walteros	501	1	<a href="mailto:walterosd@bsd405.org">walterosd@bsd405.org</a>
Sra. Monica Wilson	303	3	<a href="mailto:wilsonm@bsd405.org">wilsonm@bsd405.org</a>
Jonathan Shearer	Principal		<a href="mailto:shearer@bsd405.org">shearer@bsd405.org</a>
Angelie Duimovic	Assistant Principal		<a href="mailto:duimovica@bsd405.org">duimovica@bsd405.org</a>
Linda Rochlin	Office Manager		<a href="mailto:rochlinl@bsd405.org">rochlinl@bsd405.org</a>
Delia Villanueva	ITCL		<a href="mailto:villanuevad@bsd405.org">villanuevad@bsd405.org</a>





Band      Music      Art

# Puesta del Sol Elementary School

## 2017-2018

# 2017-2018 Schedule



## **Mon, Tue, Thur, Fri Schedule:**

**Crossing Guards: 8:45-9:00**

**Classrooms Open/First Bell: 9:00**

**School Begins/Tardy Bell: 9:05**

### **Recess and Lunch:**

**K** 10:55-11:20 Recess; 11:25-11:50 Lunch

**3** 11:05-11:30 Recess; 11:35-12:00 Lunch

**1** 11:25-11:50 Recess; 11:55-12:20 Lunch

**4** 11:35-12:00 Recess; 12:05-12:30 Lunch

**2** 11:55-12:20 Recess; 12:25-12:50 Lunch

**5** 12:05-12:30 Recess; 12:35-1:00 Lunch

**K, 2, & 4 Recess: 2:00-2:15**

**1, 3, & 5 Recess: 2:15-2:30**

**School Ends/Dismissal Bell: 3:35**

## **Wednesday Schedule:**

**Crossing Guards: 8:45-9:00**

**Classrooms Open/First Bell: 9:00**

**School Begins/Tardy Bell: 9:05**

### **Recess and Lunch:**

**K** 10:55-11:20 Recess; 11:25-11:50 Lunch

**3** 11:05-11:30 Recess; 11:35-12:00 Lunch

**1** 11:25-11:50 Recess; 11:55-12:20 Lunch

**4** 11:35-12:00 Recess; 12:05-12:30 Lunch

**2** 11:55-12:20 Recess; 12:25-12:50 Lunch

**5** 12:05-12:30 Recess; 12:35-1:00 Lunch

**School Ends/Dismissal Bell: 1:15**



## **ATTENDANCE, TRANSPORTATION, & CLOSURES**

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

### **Absences, Late Arrival, Early Dismissal**

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

On time = in your class line by 9:00

We value your child's safety and would like to know where he/she is if not in school. If it is necessary for a student to be absent, the parent/guardian should **call the Puesta del Sol Attendance Line (425-456-6152)** before 9:00AM. Please leave your son/daughter's name and reason for the absence on the 24-hour recording. The office will mark the absence as Excused or Unexcused based upon Bellevue Attendance Policy. *Please refer to Bellevue School District Policy 3122 for more on absence/tardy information:*  
<http://www.bsd405.org/about/policies-procedures/>

### **Excused Absences**

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

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

**Absences for reasons other than stated above need to be pre-arranged. Please visit our website or the front office for a "Request for Excused Absence" form to fill out.**

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

### **Unexcused Absences/Tardies**

The following are considered unexcused absences:

- no call or written response from the parent within 5 days of absence
- vacation (unless approved)
- missed bus, late ride, and/or traffic

**\*Every three unexcused tardies will equal an unexcused absence.**

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

### **Early Pick Up**

If it is necessary to pick your child up during the school day, please call or email the main office that morning. When you arrive, you must sign your child out at the office.

## **BEFORE AND AFTER SCHOOL PROCEDURES**

### **Parking**



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

### **Transportation**



If you reside outside the walking perimeter and require transportation, you will be notified by the Transportation Department prior to the start of the school year. You will be told your designated pick-up and drop-off point and time. Transportation will also send you information regarding policies and procedures for bus riders. We expect all Puesta del Sol students to follow school behavior expectations, whether on campus, in the classroom, on a field trip, on the bus, or waiting for the bus. Any behavior on the bus that interferes with the driver safely transporting students, may result in discipline and/or the loss of riding privileges. If you are in doubt about whether your student may ride the bus, please call Transportation at (425)456-4512.

## **Drop-Off / Pick-up Area**



We encourage you to have your child ride the bus or walk to school with a group of other children. You can also carpool with neighbors. Traffic around Puesta del Sol is very congested during pick-up and drop-off times. Fewer vehicles make the transition easier for everyone!

If you must drive to school to drop off or pick up your child(ren), safety patrol students and parking lot safety supervisors (all in yellow vests) are present to assist you in adhering to the following safety rules:

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

## **Pick-up and Buses**

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

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

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

## **After-School Plans**

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

## **Weather Related School Closures or Late Starts**

Snow can create confusion for all of us when it affects the school schedule. Decisions to close or delay school are made at the district level. Sometimes the conditions are dry and clear in other areas of the district, but icy in our neighborhood. For this reason, it is important to listen to your radio or television for announcements regarding school closures or late starts.



*WHEN IN DOUBT:*

*CALL 425-456-4111 (DISTRICT 24-HOUR RECORDED SCHOOL NEWS HOTLINE), or  
ACCESS [HTTP://WWW.SCHOOLREPORT.ORG](http://www.schoolreport.org) (PUBLIC SCHOOL EMERGENCY  
COMMUNICATION SYSTEM)*

# VIRTUES OF THE MONTH AND STUDENT POSITIVE BEHAVIOR EXPECTATIONS

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

## La Virtud del Mes de Puesta del Sol

<b>September</b>	El respeto (Respect)
<b>October</b>	La cooperación (Cooperation)
<b>November</b>	Las gracias (Thankfulness)
<b>December</b>	La compasión (Compassion)
<b>January</b>	La bondad (Kindness)
<b>February</b>	La integridad (Integrity)
<b>March</b>	El perdón (Forgiveness)
<b>April</b>	La confianza (Confidence)
<b>May</b>	La perseverancia (Perseverance)
<b>June</b>	El valor (Courage)



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

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

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

School discipline has several key goals:

1. Ensure the *safety* of students and staff.
2. To create a *positive and productive* learning environment.
3. To *teach and strengthen* positive behavior skills.
4. *Repair* harm when necessary.

\*Restorative Practices provide our community opportunities for individuals to share their feelings, build relationships, and solve problems; and when there is wrongdoing, to play an active role in addressing the harm and making things right. For more information, please visit:

<http://www.iirp.edu/what-we-do/what-is-restorative-practices>

## **Puesta del Sol's Positive Personal Standards**

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



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

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

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

### **Before School Expectations**

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

### **Pathways and Covered Walkway Expectations**

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

### **Lining Up Expectations**

1. Stand in line—Follow our 3 school-wide expectations.
2. Keep your hands, feet, and backpack to yourself.
3. Use a level 1-2 voice when standing in line.



## **Restroom Expectations**

1. Go to the restroom.
2. Flush the toilet.
3. Wash your hands for at least 15 seconds.
4. Throw away paper towel in the garbage can.
5. Leave and return to class as quickly as possible.

## **Recess Expectations**

Stay in the Boundaries

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

When it's time for lunch:

1. Listen for the bell and adults to signal the end of recess.
2. When you hear the signal, walk to your class line.
3. Stand in line—Follow our 3 school-wide expectations.
4. Use a level 1 voice when standing in line.
5. Wait for the adult to release your line to enter the cafeteria.
6. Walk under the covered walkways to the cafeteria.

## **Rainy Day Recess**

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



## **Lunchroom Expectations**

When it's time to eat:

1. Sit at your table.
2. Use a level 1-2 voice.
3. Keep food on your plate or in your mouth.
4. Pick up your trash and carry it with you to the trash and recycling containers.

When it's time to leave:

1. Listen for the signal for attention—*Denme cinco*.
2. Stop, look, and listen to the adult.
3. Raise your hand to show you are listening and put your eyes on the adult speaker.
4. Clean your area, recycle paper, and dispose of food waste.
5. Wait for an adult to dismiss your entire table.

6. Walk around your table and down the outside aisles to throw away your trash and stack your trays.
7. Walk back to class in a 4-point line: (1) walk in a single file, (2) facing forward, (3) leave a space between the person in front of you, and (4) if you leave the line, re-join the line at the back of it.

### **After-School Expectations**

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

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

### **Assembly Expectations**

During assemblies, students are expected to enter the gym safely and stay seated on the floor. Respectful audience behavior, including attention to the speaker(s) and appropriate clapping or laughing, is expected. Students are expected to be seated on their pockets, facing forward, to demonstrate accountability for their behavior. Finally, kindness toward and respect for presenters or performers should be demonstrated through clapping at the conclusion of an assembly. Audience expectations are taught at the Back-to-School Assembly and reinforced throughout the school year.

### **El Juro al Puro Español**

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

#### **El Juro al Puro Español**

Juro usar puro español en lo que pienso, en lo que hago y en lo que digo.

Es mi trabajo, mi placer y mi futuro.

Por eso juro al puro español.

¡Viva el español! ¡Viva!

¡Viva el español! ¡Viva!

# GENERAL INFORMATION

## **Cell Phones**

While we do not encourage students to bring cell phones to school, we understand that many families rely on them for communicating with each other after school. Therefore, ***if cell phones are brought to school, they must remain OFF and in backpacks during the school day.*** If a child needs to call a parent during the school day, they should go to the office.

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

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

## **Classroom/Birthday Treats**

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



See School Board Policy 6700. <http://www.bsd405.org/wp-content/pdf/policy/6700.pdf>

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

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

\*\*\* A new popular idea for celebrating a child's birthday or special accomplishment is to donate a favorite book to the school library or classroom in the child's name. Kids LOVE this gift! Ask your child's teacher or our media specialist, Sra. Brody, for title suggestions.

## **Dress Code & Shoes**

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



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

## **Emergency Information**

Please complete and return the “Student Profile/Emergency Release” form which is sent home mid-September. This form will be kept on file in the office and in our emergency supply storage room. The form will be used when your child is sick or if there is an emergency at school. In either of these cases, we will first call the parents/guardians listed at their home/work numbers. If we are unable to reach them directly, we will leave a message whenever possible and proceed down the emergency contact list in the order given. We often face the dilemma of not being able to contact anyone because the phone numbers have changed or are no longer in use, or we simply don’t have any other numbers to call. We would appreciate your listing as many alternative emergency contacts as possible. Contact the school office when any of the emergency contact information you wish to have on file changes.

## **Emergency Contact Numbers**

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

## **Emergency Plan**

In the event of an emergency, we have an emergency/disaster plan. Students and staff are instructed on emergency procedures. We practice monthly safety drills such as fire, earthquake, and lockdown drills. We have an emergency supply storage room on campus that contains supplies to provide food, water, and shelter for the students and staff. We also have a number of staff trained in First Aid and CPR. In the event of an emergency, our power may be lost and we may not be able to contact you. For that reason it is even more essential for you to complete the “Student Profile/Emergency Release” form.

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

## **Lost and Found**

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

## **Puesta del Sol PTA**



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

## **Volunteers & VIBES Paperwork**

Puesta del Sol Elementary students and staff are very fortunate to have so many parent volunteers! We welcome those of you who are able to be part of our school day. If you, or an extended family member or neighbor, are interested in volunteering, coordinate with your child's teacher or our Main Office Assistant, Chris Clodfelter, to submit the necessary paperwork in order to be cleared and approved. To volunteer in the classroom and attend field trips, you will need to be cleared through the Bellevue School District VIBES (Volunteers in Bellevue's Education System) office. Information is available at: <http://www.bsd405.org/community-engagement/volunteer-vibes.aspx>. At times, it takes weeks to have all of the paperwork approved so please submit your paperwork well ahead of time.

If you have previously submitted your VIBES paperwork within the past year and have been cleared either at Puesta del Sol or another Bellevue School District school, you do not need to repeat the VIBES application process.

Classroom volunteer activities may include completing administrative tasks like making copies, laminating, book binding, cutting paper for projects, prepping science materials, etc. or working with students in small groups or individually to learn and play work games, math games, or to read one-on-one. It is up to each teacher how volunteers are used in his/her classroom. If you would like to volunteer in your child's classroom, please speak with the classroom teacher.

Parent volunteers are also appreciated in the library, at recess, and in the lunchroom. If you can spare an hour one or more times a week, please contact the main office at (425) 456-6100. We would love to have you get involved!



### **Visiting Puesta del Sol's Campus**

Parents/guardians are welcome and encouraged to visit Puesta del Sol. All visiting adults on campus, including parents, must wear a guest badge. To ensure the safety of everyone, guests must sign in at the Main Office and wear a visitor badge, even if just visiting for a few minutes. The outer pod doors remain locked throughout the school day to ensure student and staff safety. If you wish to drop off items to a classroom, come to the Main Office. If the teacher is expecting you, the office staff will either escort you to the classroom or call the classroom to notify the teacher that you have arrived. If the teacher is not aware that you are coming, we ask that you leave your delivery at the front desk, and we will email the teacher that it has arrived. Thank you for observing these procedures.

If the purpose of the school visit is to observe classroom or school activities, parents/guardians are asked to schedule such visits directly with the principal.

(School Board Policy NO. 4200/4200P)

<http://www.bsd405.org/wp-content/pdf/policy/4200.pdf?x95548>

<https://www.bsd405.org/wp-content/pdf/policy/4200P.pdf?x95548>

### **Health Clinic**

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

Your child will need to be picked up immediately if they have an elevated temperature, or if your child vomits at school. If the school is unable to contact parents, the person designated by parents as an emergency contact will be called to arrange care until a parent is available. It is required that if a child has vomited in the last 24 hours, or had a fever, he/she stay home sick for the day.

Injuries are handled in a similar manner. The school will administer basic first aid, but if there is any question as to the seriousness of the injury, parents will be notified immediately.

**Keep in mind Public Health rules designed to safeguard children:**

1. Stay at home with a severe cold for several days.
2. Do not come to school with a fever.
3. Do not come to school if unable to participate in both indoor and outdoor activities, including PE and recess.

## **Administering Medication at School**

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

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

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

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

## **Items From Home/Class Sharing**

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

## **Progress Reports**

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

Academic Areas	Unique Circumstances	Social / Effort
4= Exceeds Standard 3= Meets Standard 2= Approaches Standard 1= Below Standard	NI= Not Introduced A= Adapted Program	E= Exceptional S= Satisfactory I= Inconsistent U= Unsatisfactory

## Meal Program

### Meal Prices

Grade Level	Breakfast	Breakfast Reduced Price	Lunch	Lunch Reduced Price
Kindergarten, 1st Grade, 2nd Grade & 3rd Grade	\$ 2.25	FREE	\$ 3.25	FREE
PreK, 4th Grade & 5th Grade	\$ 2.25	FREE	\$ 3.25	.40
Middle School	\$ 2.50	FREE	\$ 3.50	.40
High School	\$ 2.75	FREE	\$ 3.75	.40
Adult	\$ 3.25		\$ 4.25	
Milk	.50			

We use a computerized meal accounting system. Each student will be issued a lunch card which is used to purchase a meal or milk. Students who purchase meal or milk scan their card and their account is debited accordingly. We encourage you to send a check for several lunches at a time, if possible, made payable to the Bellevue School District.

When sending a check for lunch payment, make sure you include your child's first and last name on the check. If you have more than one child, you may use one check, but please indicate the amount of money to deposit into each child's account. If you pay with cash, place it in an envelope, clearly labeled with your child's name and teacher. All lunch money must be delivered to the office in the morning. You may now also make prepayments to your student's account using a credit card. Call 456-4507 or visit <https://paypams.com/HomePage.aspx> to use this option.

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





## **Snack**

Many students choose to bring a snack from home to eat mid-morning. These snacks should be healthy choices such as crackers, cheese, granola bars, or fruit. *Candy, gum, and soda should not be brought to school for snack or lunch.* Classroom snacks should follow district policy and procedures (**POLICY 3420 AND PROCEDURE 3420P (ANAPHYLAXIS PREVENTION AND RESPONSE)**). Teachers appreciate donations of boxes of graham crackers, saltines, fish crackers, pretzels, or other non-perishable snacks that can be kept in the classroom and shared with students who may have forgotten their snack. If you are interested in donating, please check with your child's teacher to see if they are interested and of what types of snacks.

## **Photographs and/or Recordings**

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

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

### ***Examples of uses are:***

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

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

## **Pets on Campus**

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

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

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




A bicycle rack is provided for those who wish to ride their bicycles to school. King County law requires all bike riders to wear helmets. Puesta del Sol is not responsible for damage or theft of parts while bicycles are parked in the racks. Skateboards, roller blades and wheelies (shoes) are not allowed on campus at any time day or night.

## **Student Placement**

The goal of student placement is that each student be placed in a positive learning environment. Staff members work collaboratively to build balanced classes that best meet the needs of each learner. Many factors are considered when placing students. Academic strengths, needs, social and emotional characteristics, as well as parental input are thoughtfully considered. Should a parent feel that a child's placement is inappropriate, a request in writing should be made to the Principal using the "Request for Change of Placement" form found in the main office. Please note, a change of placement during the school year is rare and involves the classroom teacher.

## **Academic Resources**



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

<p style="text-align: center;"><b>Follett Shelf eBooks</b></p> <p>Read ebooks using computer or Ipad. Bookmark to save your place. Access Sasquatch, Spanish, and Easy Reading materials. Find books that enhance curriculum.</p> <p><b>Login:</b> Bellevue <b>Password:</b> bellevue</p>	<p style="text-align: center;"><b>PebbleGo</b></p> <p>Three databases: Animals, Earth and Science, and Biographies. Includes audio, photographs, videos and games.</p> <p><b>Login:</b> puesta <b>Password:</b> koala4</p>	<p style="text-align: center;"><b>SIR\$ Discoverer</b></p> <p>Includes Science Fair Explorer, Maps of the World, Cultures, Biographies, Current Events, World Almanac, Encyclopedia.</p> <p><b>Login:</b> pugetesd <b>Password:</b> cgrams</p>
	<p style="text-align: center;"><b>World Book Online</b></p> <p>Includes 25,000 encyclopedia articles &amp; numerous reference articles. Features include: <i>Today in History</i>, dictionary, video, audio, climates.</p> <p><b>Login:</b> bsd405 <b>Password:</b> asdfg</p>	<p style="text-align: center;"><b>CultureGrams Kids</b></p> <p>Includes 187 reports on cultures of countries at an easy reading level. Includes timelines, photos, recipes, famous citizens, fun facts.</p> <p><b>Login:</b> pugetesd <b>Password:</b> cgrams</p>



Bellevue School District has a variety of online tools that you can access to learn about and find supports regarding curriculum and supports. You will find some basic information below.

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

PUESTA DEL SOL ELEMENTARY 2017-2018 Instructional Technology Curriculum Information for Families	
<p><b>DREAMBOX</b> K-5</p> 	<p>This resource provides K-5 students with adaptive math support. Recommended use is 60-90 minutes per week. To access Puesta del Sol DREAMBOX classroom accounts, please visit: <a href="https://play.dreambox.com/login/x5s9/puestadse">https://play.dreambox.com/login/x5s9/puestadse</a></p> <p>If accessing DREAMBOX through an app, you will need to enter our school code: x5s9/puestadse</p> <p>Once on this site:</p> <ol style="list-style-type: none"><li>1. Select the classroom teacher</li><li>2. Find name and select avatar</li><li>3. Logon using either their picture or text password</li></ol> <p>For support: <a href="https://support.dreambox.com/s/contactsupport">https://support.dreambox.com/s/contactsupport</a></p>
<p><b>RAZ-KIDS</b> (Beginning October)</p> 	<p>Raz-kids is an online digital library where students can access books in English and Spanish. This is an additional resource students use to practice their reading skills at school and at home. The Bellevue School District has purchased classroom subscriptions for students in kindergarten through second grade.</p> <p>To access Raz-Kids, please visit: <a href="https://www.kidsa-z.com/main/Login">https://www.kidsa-z.com/main/Login</a></p> <p>Login information for Raz-Kids will be coming soon. You will receive more information from your child's teacher.</p>

## THINK CENTRAL



Students and families will use single sign-on to access ThinkCentral this year using the link below. Students will be able to access any resources their teacher has assigned in literacy and math. If there are no resources to access, please contact your child's teacher.

Website:

<https://www-k6.thinkcentral.com/sp/access?sp=tc&connection=WA-BELLE-01099389>

Login:

*s-lastnamefirstinitial@bsd405.org*

*s#StudentID*

# **POLICIES AND OFFICIAL NOTICES**

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

A few policies to highlight:

## **Child Abuse—Mandatory Reporting**

By law, schools are required to report any incident of child abuse or neglect by an adult. Therefore, educators are considered Mandatory Reporters, should a child share information with an adult that constitutes concern. This law is also written and understood to include any child abuse by children as well. School employees must make a report when a child physically injures another person. That includes fights between students when one or both are injured. Such reports are sent to the Bellevue Police Department or Child Protection Services.

## **Weapons—No Tolerance**

State law requires that a student who brings a gun or gun “look-alike” on any school campus be expelled. Bringing other dangerous weapons on campus is grounds for expulsion, suspension, or other disciplinary action. The use of any object in a threatening manner may also be reason for disciplining a student. While the number of incidents district-wide is small each year, we take each one very seriously. Toy weapons are not allowed at any time. For the actual text of the Bellevue School District Weapons Policy, see the included document titled, “School District Weapons and Truancy Policy.”

## **Bellevue School District Policies and Procedures**

What follows are excerpts from the procedures of critical Bellevue School District (BSD) policies where publication/notification is either required or encouraged. The complete policies and procedures can be found in the BSD's digital policy and procedure manual found on the District website:

<http://www.bsd405.org/about-us/policies-procedures.aspx>

## **POLICY 3241 AND PROCEDURE 3241P (CLASSROOM MANAGEMENT, CORRECTIVE ACTIONS AND PUNISHMENT)**

The District is committed to ensuring a safe and productive learning environment in which students are provided every opportunity to learn. In order to ensure that each and every student has equitable access to educational services and that student behavior does not result in a loss in educational services, the District has eliminated short-term suspensions and providing access to educational services during long-term suspensions and non-emergency expulsions. The District is also committed to reducing the disproportional impact of out-of-school suspensions and expulsions on any identifiable group of students including those with disabilities. The District will

achieve its commitments by the application of positive behavior supports and principles, while recognizing that there will be times when the application of corrective action is necessary.

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

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

### **Appeal Process:**

**In-School Suspensions:** There are three levels of grievance/appeal within the school district to contest in-school suspensions:

(1) A building-level grievance to the principal: The student and/or parent/guardian have the right to an informal conference with the building principal or his/her designee.

(2) A district-level grievance: Subsequent to the building-level grievance, the student and/or parent/guardian have the right, within three school business days after receipt of the principal's decision, to present district-level grievance to the Executive Director of the student's school ; and

(3) An appeal to the district Disciplinary Appeal Council: Subsequent to the district-level grievance, the student and/or parent/guardian have the right, to present a written and/or oral appeal to the district Disciplinary Appeal Council. The student and/or the parent/guardian must notify the Executive Director of the student's school within two school business days of receiving their decision of intent to grieve. The district Disciplinary Appeal Council will notify the student and/or parent/guardian of its response to the grievance within ten school business days after the date of the appeal. In-school suspensions will be imposed notwithstanding implementation of the above grievance/appeal procedures.

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

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

(2) An appeal before the district Disciplinary Appeal Council: Subsequent to a hearing before the District Hearing Officer, the student and/or parent/guardian have the right, within three school business days after receipt of the District Hearing Officer's decision, to present a written appeal of the decision to the appropriate Executive Director. If a written appeal is not

received within the required three school business days, the long-term suspension or non-emergency expulsion may be imposed as of the calendar day following expiration of the three school business days.

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

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

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

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

Within one school business day after the date upon which the hearing concludes, a decision as to whether or not the emergency expulsion shall be continued will be made, and the student's legal counsel or the student and parent/guardian will be notified thereof by depositing a certified letter in the United States mail. An emergency expulsion may be continued following the hearing on the basis that the emergency situation continues and/or as corrective action for the action(s) giving rise to the emergency expulsion in the first instance.

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

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

decide upon the most appropriate means of disposing of the appeal. At that time the student or parent/guardian or legal counsel shall be given the right to be heard and shall be granted the opportunity to present such witnesses and testimony as the district Disciplinary Appeal Council deems reasonable.

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

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

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

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

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

#### **Definitions**

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

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

**Discriminatory harassment** includes conduct that is based on a student's status as a member of a protected class and is sufficiently severe, persistent, or pervasive that it limits or



denies a student's ability to participate in or benefit from the school's education programs or activities.

**Sexual harassment** as defined in this procedure, means unwelcome sexual advances, requests for sexual favors, sexually motivated physical contact, or other verbal or physical conduct or communication of a sexual nature between two or more individuals if:

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

### **Staff Intervention**

All staff members will intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure. Regardless of the magnitude, all incidents shall be taken seriously and handled accordingly.

### **Filing an Incident Reporting Form**

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

In order to protect a targeted student from retaliation, a student need not reveal his or her identity on an Incident Reporting Form. The form may be filed **anonymously** (example: an unsigned letter dropped on a teacher's desk), **confidentially** (example: a student reports bullying, but asks that nobody know who reported the incident), or **non-confidentially** (the student may choose to disclose his or her identity).

### **Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying**

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

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur

- between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures.
3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
  4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect, they must follow district policy for reporting suspected cases to Child Protective Services.
  5. The investigation will include, at a minimum:
    - a. An interview with the complainant;
    - b. An interview with the alleged aggressor(s);
    - c. A review of any previous complaints involving either the complainant or the alleged aggressor(s); and
    - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
    - e. An interview with the parent, as appropriate.
  6. The principal or designee may determine that other steps must be taken before the investigation is complete.
  7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
  8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor(s) stating:
    - a. The results of the investigation;
    - b. Whether the allegations were found to be factual;
    - c. Whether there was a violation of policy; and
    - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

### **Corrective Measures for the Aggressor**

After completion of the investigation, the school or district designee will institute any corrective measures necessary. Corrective measures will be instituted as quickly as possible, but in no event more than five (5) school days after contact has been made to

the families or guardians regarding the outcome of the investigation. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement.

If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident.

### **Support for the Targeted Student**

Persons found to have been subjected to harassment, intimidation or bullying will have appropriate district support services made available to them, and the adverse impact of the harassment on the student will be addressed and remedied as appropriate.

### **Immunity/Retaliation**

No school employee, student, or volunteer may engage in reprisal or retaliation against a targeted student, witness, or other person who brings forward information about an alleged act of harassment, intimidation or bullying. Retaliation is prohibited and will result in appropriate discipline.

## **Bellevue School District's Tip Reporting Service**



Safety is one of our district's top priorities, that's why we're now using *Safe Schools Alert*, a tip reporting system that allows students, staff, and parents to submit safety concerns to our administration four different ways:

- 1. Phone:**           **425.324.3875**
- 2. Text:**           **Text your tip to 425.324.3875**
- 3. Email:**           **[1177@alert1.us](mailto:1177@alert1.us)**
- 4. Web:**           **<http://1177.alert1.us>**

Easily report tips on bullying, harassment, drugs, vandalism or any safety issue you're concerned about. You can submit a tip anonymously online or by telephone. More information, including the *Safe Schools Alert* Terms of Use and Privacy Policy, is available online at <http://1177.alert1.us>. Thanks in advance for helping to make our school community a safer place to work and learn! We appreciate your support.

## **3210 AND PROCEDURE 3210P (NONDISCRIMINATION)**

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

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

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

### **FILING A DISCRIMINATION, DISCRIMINATORY HARASSMENT OR SEXUAL HARASSMENT COMPLAINT**

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

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

#### **Complaint to the School District**

##### **Step 1. Write Out Your Complaint**

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

##### **Step 2: School District Investigates Your Complaint**

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that

demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

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

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

### **Appeal to the School District**

If you disagree with the school district's decision, you may appeal to the school district's board of directors. You must file a notice of appeal in writing to the secretary of the school board within 10 calendar days after you received the school district's response to your complaint. The school board will schedule a hearing within 20 calendar days after they received your appeal, unless you agree on a different timeline. The school board will send you a written decision within 30 calendar days after the district received your notice of appeal. The school board's decision will include information about how to file a complaint with the Office of Superintendent of Public Instruction (OSPI).

### **Complaint to OSPI**

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

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

Email: [Equity@k12.wa.us](mailto:Equity@k12.wa.us)

Fax: 360-664-2967

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

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

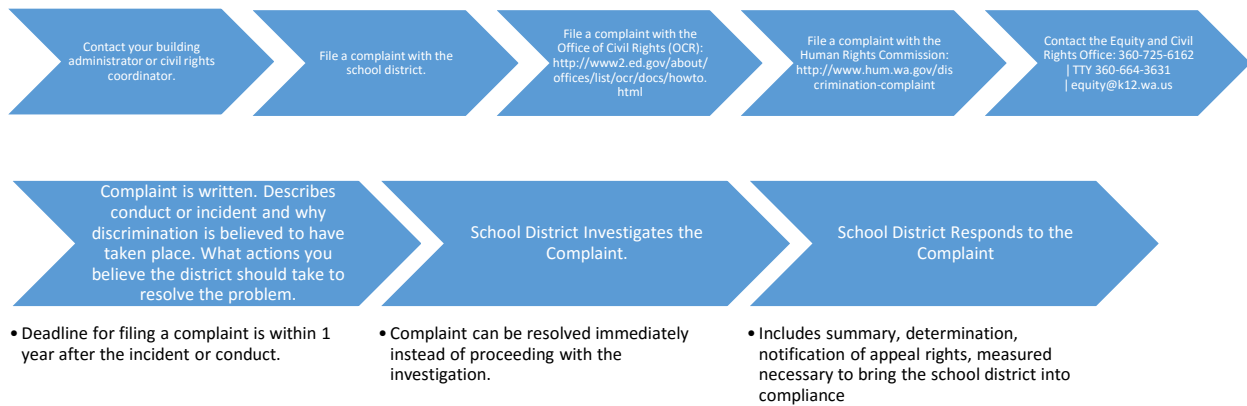
### **Other Discrimination Complaint Options**

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

206-607-1600 | TDD: 1-800-877-8339 | [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) | [www.ed.gov/ocr](http://www.ed.gov/ocr)

*Washington State Human Rights Commission*

1-800-233-3247 | TTY: 1-800-300-7525 | [www.hum.wa.gov](http://www.hum.wa.gov)



## **POLICY 3122 AND PROCEDURE 3122P (EXCUSED AND UNEXCUSED ABSENCE)**

### **Excused Absences**

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

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

In order for an absence to be excused, parent/guardian(s) or adult student must communicate an excuse statement to the school according to the school's submission guidelines.

### **Unexcused Absences**

In accordance with RCW 28A.225.010, after two unexcused absences within any month a conference will be held between the parent, student and principal or designee for remediation/problem solving.

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

If the above action fails to correct the attendance problem, the following truancy petition procedure will apply only to students under the age of eighteen:

No later than the seventh unexcused absence within any month during the current school year, or upon the tenth unexcused absence during the current school year, the district will file a petition with the juvenile court alleging a violation of RCW 28A.225.010 by the parent, student

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

### **Tardies**

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

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

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

### **Early Release**

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

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

### **Sanctions**

All sanctions imposed for failure to comply with the attendance policies and procedures will be implemented in accordance with state and district regulations regarding corrective action or punishment consistent with Policy 3421 and Procedure 3241P (Classroom Management, Corrective Actions or Punishment)

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

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

### **Complaints**

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

When addressing informal complaints, the involved parties should:

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

### **Formal Complaint - Step 1**

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

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

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

### **Formal Complaint - Step 2**

If the complaint is not resolved to the complainant's satisfaction, the complainant may appeal the resolution of the complaint to the following person in writing within 5 calendar days of the resolution:

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

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



Absence Recorded By Office?  
(Office Use Only)

**Request for Excused Absence**  
(For absences other than illness, family emergencies, dental or medical appointments, or religious observances)

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

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

Student Name \_\_\_\_\_ Grade \_\_\_\_\_ Teacher \_\_\_\_\_

Date(s) of absence \_\_\_\_\_ Number of school days gone \_\_\_\_\_

Reason for absence: \_\_\_\_\_  
\_\_\_\_\_

Dates of other such requests (during elementary years): \_\_\_\_\_

Parent E-Mail: \_\_\_\_\_

Signature \_\_\_\_\_ Relationship to Student \_\_\_\_\_

.....

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

Student is achieving at or above grade level? \_\_\_\_\_

The amount of time absent may adversely affect academic performance? \_\_\_\_\_

Other comments: \_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\* Teacher Signature: \_\_\_\_\_  
.....

Principal's Decision: Excused \_\_\_\_\_ Unexcused \_\_\_\_\_

Reason if Absence Determined to be Unexcused: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\*\*\*\*\* Principal Signature: \_\_\_\_\_ Date \_\_\_\_\_

Form will be placed in student's cumulative file.