



OVERLAKE

SPECIALTY SCHOOL

STUDENT HANDBOOK

2026-27

THIS STUDENT HANDBOOK BELONGS TO:

(FIRST AND LAST NAME)

This handbook was made for the convenience of the above-mentioned student.
This student is now responsible for the information contained herein.

Please retain this copy and fully utilize its contents.



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WELCOME NOTE

Dear Overlake Specialty School Student:

Welcome to Overlake Specialty School (OSS). We are pleased you have chosen to attend our school. We will do everything we can to help you succeed in your education and to assist you in making positive choices in your life.

Please read your Student Handbook. This handbook is designed as a resource to help answer questions you might have and to explain our philosophies and beliefs about what we hope to accomplish at OSS. If your questions are not answered somewhere in this book, please do not hesitate to ask a staff person or call us. We hope this information will be helpful to you.

We look forward to serving you and your family in any way we can.

Sincerely,

A handwritten signature in black ink that reads "Adam Wallas". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Adam Wallas, MA, LMHC

Principal, Overlake Specialty School

OVERLAKE SPECIALTY SCHOOL MISSION STATEMENT

The mission of Overlake Specialty School is to provide a caring educational community where students develop healthy relationships and intrinsic values. Overlake Specialty School utilizes a holistic, strength-based approach for positive behavior change that facilitates student reintegration to their home communities.



GENERAL INFORMATION

SCHOOL AND OFFICE HOURS

SEPTEMBER 8 – JUNE 25

Monday, Tuesday, Thursday, Friday: Students arrive 7:45 - 8 a.m.; Students leave 1:45 - 2 p.m.

Wednesday: Students arrive 7:45 - 8 a.m.; Students leave 12:15 - 12:30 p.m.

JULY 6 – AUGUST 26

Monday, Tuesday, Wednesday, Thursday: Students arrive 7:45 - 8 a.m.; Students leave 1:45 - 2 p.m.

Overlake Specialty School employees are at school between the hours of 7 a.m. and 3:30 p.m.

PHONE NUMBERS & EMAIL ADDRESSES

Main Phone/Front Desk: 425-688- 5425 Megan, Administrative Assistant	Fax Number:425-635-6701 megan.poole@overlakehospital.org
Elementary Classrooms Classroom 1: 425-635-6721 – Sarah	Sarah.Murphy@overlakehospital.org Kara.Glassman@overlakehospital.org
Middle School Classrooms Classroom 3: 425-635-6723 – Cari Classroom 4: 425-635-6724 – Amy	Cari.Kennedy@overlakehospital.org Amy.Marshall@overlakehospital.org
Junior High School Classroom Classroom 5: 425-635-6726 – Sam	Samantha.Zilly@overlakehospital.org
High School Classrooms Classroom 6: 425-635-6725 – Sara Classroom 7: 425-635-6727 – Micah	Sara.Dominguez@overlakehospital.org Micah.Gibbens@overlakehospital.org
Counselors Darcy: 425-635-6713 Christopher: 425-635-6714	Darcy.Newby@overlakehospital.org Christopher.Hibbeln@overlakehospital.org
Behavior Intervention Specialists Olivia: 425-635-6728 – C1, C2 Shayna: 425-635-6719 -C3, C4, C5 Kim: 425-635-6729 - C6, C7	Olivia.Read@overlakehospital.org Shayna.Kay@overlakehospital.org Kimberly.Mitchell@overlakehospital.org
Recreation Therapists Grace: 425-635-6710 – C1, C2 Carrie: 425-635-6715 – C3, C4, C5 Bobby: 425-635-6716 – C6, C7	Grace.DeVine@overlakehospital.org Caroline.Philbrick@overlakehospital.org Bobby.Skoor@overlakehospital.org
Management Vice Principal: Angie Emmett, 425-635-6717 Principal: Adam Wallas, 425-635-6711	Angela.Emmett@overlakehospital.org Adam.Wallas@overlakehospital.org

WEBSITE

You can find information about Overlake Specialty School online at: overlakespecialtyschool.org



ADDRESS AND DIRECTIONS

The School's address is **2610 116th Avenue NE, Bellevue, WA 98004**

FROM I-405

Take I-405 to Exit 14 for WA-520 East toward Redmond.
Take the first exit onto 124th Avenue NE.
Turn right onto Northup Way.
Take the second right onto 116th Avenue NE.
The school is the third property on the right.

FROM I-5

Take Exit 168B/Bellevue/Kirkland onto WA-520 Eastbound.
Follow directions for WA-520 Eastbound (below).

FROM WA-520 EASTBOUND

After going under I-405 overpass, take the first exit onto 124th Avenue NE.
Turn right onto Northup Way.
Take the second right onto 116th Avenue NE. The school is the third property on the right.

FROM WA-520 WESTBOUND

Take the 108th Avenue NE exit.
Turn right onto 108th Avenue NE.
Take the first right onto Northup Way.
Go under the I-405 overpass.
Turn left onto 116th Avenue NE, the second intersection with 116th Avenue NE)
The school is the third property on the right.

2026-27 CALENDAR

September 17 M T W TH F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30	 OVERLAKE SPECIALTY SCHOOL 2610 116th Avenue NE Bellevue, WA 98004	March 23 (126) M T W TH F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26 29 30 31
October 21 (38) M T W TH F 1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30	Main Office: (425) 688-5425 Fax: (425) 635-6701 SCHOOL HOURS <i>September 8 - June 25</i> 8 a.m. - 2 p.m. Mon, Tues, Thurs, Fri 8 a.m. - 12:30 p.m. Wed <i>July 6 - August 26</i> 8 a.m. - 2 p.m.	April 17 (143) M T W TH F 1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30
November 15 (53) M T W TH F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30	CLASSROOM PHONE NUMBERS Classroom 1: (425) 635-6701 Classroom 2: (425) 635-6722 Classroom 3: (425) 635-6723 Classroom 4: (425) 635-6724 Classroom 5: (425) 635-6725 Classroom 6: (425) 635-6726 Classroom 7: (425) 635-6727	May 20 (163) M T W TH F 3 4 5 6 7 10 11 12 13 14 17 18 19 20 21 24 25 26 27 28 31
December 16 (69) M T W TH F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30 31	KEY First Day of School Year  Last Day of Quarter  Non-School Day  Hospital Holiday 	June 18 (181) M T W TH F 1 2 3 4 7 8 9 10 11 14 15 16 17 18 21 22 23 24 25 28 29 30
January 19 (88) M T W TH F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26	IMPORTANT DATES September 7.....Labor Day September 8.....First Day of School October 9.....In Service Day November 11.....Veterans' Day November 23-27.....Thanksgiving Break December 23-January 1.....Winter Break January 18.....MLK Day February 15-19.....Mid-Winter Break April 12-16.....Spring Break May 31.....Memorial Day June 18.....Juneteenth recognized June 28-July 2.....Early Summer Break July 5.....Independence Day recognized August 30-Sept 3.....Late Summer Break	July 15 (196) M T W TH F 1 2 5 6 7 8 9 12 13 14 15 16 19 20 21 22 23 26 27 28 29 30
February 15 (103) M T W TH F 1 2 3 4 5 8 9 10 11 12 15 16 17 18 19 22 23 24 25 26		August 16 (212) M T W TH F 2 3 4 5 6 9 10 11 12 13 16 17 18 19 20 23 24 25 26 27 30 31 1 2 3

STAFF TEAM

Principal: Adam Wallas. Adam is responsible for overseeing the entire school program which includes the supervision of staff and programming.

Vice Principal: Angie Emmett. Angie is responsible for overseeing teachers and classroom staff, the intake and transition process, the IEP process, LSCI trainings, and state-wide testing.

Administrative Assistant: Megan Poole. Megan works at the front desk and assists visitors, parents/guardians, school district personnel, students, and school staff. She manages a variety of information to support the functioning of the program.

Teachers: Teachers are responsible for the planning and implementation of all academic classes, IEP development and maintenance, supervision of classroom staff and frequent communication with parents. Every classroom has a lead teacher who is also responsible for scheduling and leading quarterly meetings. All team members are expected to work collaboratively to meet the individual needs of every student.

- Elementary classroom teachers: **Sarah Murphy** (C1) and **Kara Glassman** (C2)
- Middle school teachers: **Cari Kennedy** (C3) and **Amy Marshall** (C4)
- Junior high school teacher: **Sam Zilly** (C5)
- High school teachers: **Sara Dominguez** (C6) and **Micah Gibbens** (C7)

School Counselors: Darcy Newby and **Christopher Hibbeln** are the school counselors. School counselors offer 1:1 counseling, group counseling, crisis response, case management for students and families, and work jointly with Behavior Intervention Specialists to provide parent collaboration.

- Darcy works primarily with students in Classrooms 1, 2, and 3.
- Christopher works primarily with students in Classrooms 4, 5, 6 and 7.

Recreation Therapists: Grace DeVine, Carrie Philbrick, and Bobby Skoor are certified recreation therapists. Grace works with Classrooms 1 and 2, Carrie works with Classrooms 3, 4, and 5, and Bobby works with Classrooms 6 and 7. Recreation therapists are responsible for organizing outings, providing life skills classes and experiential learning activities, and facilitating recreation/social integration programs for the school. Students have the opportunity to earn off-campus outings by demonstrating consistency with safety, work completion, and participation in on-campus programs.

Behavior Intervention Specialists: Olivia Read, Shayna Kay, and Kimberly Mitchell are the behavior intervention specialists. Behavior Intervention Specialists are responsible for leading Right Response training for the entire staff, functional behavior assessments and positive behavior intervention plans for students, crisis management throughout the day. They also work jointly with school counselors to provide parent support.

- Olivia supports Classrooms 1 and 2
- Shayna supports Classrooms 3, 4, and 5
- Kim supports Classrooms 5, 6 and 7.

Para-Educators: Para-educators are responsible for supporting classroom instruction and assisting the teacher with case management. There are two Medication para-educators who assist with medication management.

Instructional Assistants: Instructional assistants work on the floor side-by-side with the students providing educational, behavioral, and emotional support under the supervision of the classroom teacher.

GUIDING PRINCIPLES

Re-Education or Re-ED

Overlake Specialty School believes in the 12 Principles of Re-Education and applies them to our program. The Re-Education Philosophy is used all over the world and has been adapted to serve many programs working with youth who are having significant emotional and /or behavioral difficulties.

Life Is To Be Lived Now

Life is to be lived now, not in the past, and lived in the future only as a present challenge.

Trust Is Essential

Trust between a child and adult is essential, the foundation on which all other principles rest, the glue that holds teaching and learning together, the beginning point for reeducation.

Competence Makes a Difference

Children and adolescents should be helped to be good at something, especially at schoolwork.

Time Is an Ally

Time is an ally, working on the side of growth in a period of development when life has a tremendous forward thrust.

Self-Control Can Be Taught

Self-control can be taught and children and adolescents helped to manage their behavior without the development of psychodynamic insight; and symptoms can and should be controlled by direct address, not necessarily by an uncovering therapy.

Intelligence Can Be Taught

The cognitive competence of children and adolescents can be considerably enhanced; they can be taught generic skills in the management of their lives as well as strategies for coping with the complex array of demands placed upon them by family, school, community, or job; in other words, intelligence can be taught.

Feelings Should Be Nurtured

Feelings should be nurtured, shared spontaneously, controlled when necessary, expressed when too long repressed, and explored with trusted others.

The Group Is Important

The group is very important to young people, and it can be a major source of instruction in growing up.

Ceremony and Ritual Give Order

Ceremony and ritual give order, stability, and confidence to troubled children and adolescents, whose lives are often in considerable disarray.

The Body Is the Armature of the Self

The body is the armature of the self, the physical self around which the psychological self is constructed.

Communities Are Important

Communities are important for children and youth, but the uses and benefits of community must be experienced to be learned.

A Child Should Know Some Joy in Each Day

In growing up, a child should know some joy in each day and look forward to some joyous event for the morrow.

POSITIVE BEHAVIORAL INTERVENTIONS AND SUPPORTS

Overlake Specialty School is committed to implementing positive behavioral interventions and supports (PBIS). PBIS is a systemic approach to proactive, school-wide behavior based on a Response to Intervention (RTI) model. PBIS applies evidence-based programs, practices and strategies for all students to increase academic performance, improve safety, decrease problem behavior and establish a positive school culture. Schools implementing PBIS build on existing strengths, complementing and organizing current programming and strategies. The PBIS model has been successfully implemented in thousands of schools in more than 40 states, resulting in dramatic reductions in disciplinary interventions and increases in academic achievement. Data-based decision making is a hallmark of PBIS, allowing successes to be easily shared with all relevant stakeholders.

Life Space Crisis Intervention

LSCI is an advanced, interactive therapeutic strategy for turning crisis situations into learning opportunities for children and youth with chronic patterns of self-defeating behaviors. LSCI views problems or stressful incidents as opportunities for learning, growth, insight and change.

This non-physical intervention program uses a multi-theoretical approach to behavior management and problem solving. LSCI provides staff a roadmap through conflict to desired outcomes using crisis as an opportunity to teach and create positive relationships with youth.

Overlake Specialty School's Vice Principal, a Behavior Intervention Specialist, a Counselor, and two Teachers are certified LSCI trainers. Employees are trained throughout the year in LSCI skills to support positive behavior change in students.



Life Space Crisis Intervention (LSCI) is a nationally recognized, professional training and certification program sponsored by the Life Space Crisis Intervention Institute of Hagerstown, Maryland.

Information is available on their webpage: lsci.org

SCHOOL VALUES

We are **O**NE COMMUNITY with group and individual goals.

We demonstrate **R**ESPONSIBILITY.

We **C**OMMUNICATE openly and honestly.

We **A**DVOCATE positively for our wants and needs.

We are **S**AFE with our bodies and words.



Daily Goal Sheets

Daily Goal Sheets are an important part the school program and facilitate information sharing between school and home. Daily Goal Sheets serve as a means of identifying, monitoring and changing each child's behavior concerns. It is a great way for parents/guardians and teachers to regularly communicate. Daily Goal Sheets can be highly motivating to students when parent/guardians review them daily and focus on the positive accomplishments of their child. Daily Goal Sheets are also sent to each student's district representative so they can keep track of progress.

Each student's Daily Goal Sheet is copied and sent home at the end of each school day. Parents/guardians should keep their focus primarily on what the student did well that day. It is a great opportunity to encourage and support each student as they gain new positive behaviors and social skills. Counselors and behavior specialists can assist parents/guardians to best implement a home reinforcement program that supports each student's daily progress.

Orca Bucks

One of the most commonly used behavior management techniques, especially in settings for students who have learning or behavioral difficulties, is the token economy system. Our token economy system involves awarding Orca Bucks to students who demonstrate desired behaviors identified by the classroom community. Students may exchange Orca Bucks weekly for items in the Pod store.

Overlake Specialty School does not view Orca Bucks as a primary factor supporting behavioral change for students. Rather, it plays a supportive role, secondary to the variety of positive supports utilized throughout the school program. The Orca Buck system additionally creates opportunities for students to practice saving and managing resources.

Each classroom has their own process established for providing Orca Bucks to students. Please contact the classroom teacher if you have specific questions about this.

Incentives

Overlake Specialty School encourages students to learn to make choices that will maximize positive consequences and minimize negative consequences for themselves and others. Overlake Specialty School helps students learn the difference between natural and logical consequences and provides incentives (positive logical consequences) for positive choices.

A **natural consequence** is a consequence that occurs as a direct result of a person's behavior without any additional intervention. Examples:

- **Negative natural consequence:** Refusing to complete academic assignments results in an incomplete assessment, which leads to poor grades.
- **Positive natural consequence:** Being true to your word will lead other people to trust you.

A **logical consequence** is an intervention providing a reasonable and relevant response to the behavioral choice. Examples:

- **Negative logical consequence:** Students who do not complete academic assignments during class will have to complete them during break-time.
- **Positive logical consequence:** Students who have earned trust may be allowed to lead classroom community meetings.

Some students complete assignments and use positive social skills because they have discovered it will help them have a more enjoyable day and lead to more learning and eventually to a return to their school district and ultimately graduation. Overlake Specialty School recognizes many students are motivated to complete assignments and follow classroom expectations when they receive logical incentives for doing so. Each classroom has specific classroom expectations listed and there are clear incentives throughout the school day to encourage students to make responsible and respectful choices.

Right Response®

The **RIGHT RESPONSE** is proactive, holistic and immediately effective. The philosophy of **RIGHT RESPONSE** focuses on a proactive approach to managing disruptive and/or assaultive behavior, featuring a holistic outlook to prevent future crisis.

The three guiding principles of this philosophy are:

- The intervention must meet the needs of our student.
- We must constantly reflect respect on the student.
- The safety of everyone in the environment is our highest priority.

Overlake Specialty School's Behavior Intervention Specialists are certified **ADVANCED RIGHT RESPONSE®** trainers and provide training to all school employees on an annual basis.

RIGHT RESPONSE® was created by Service

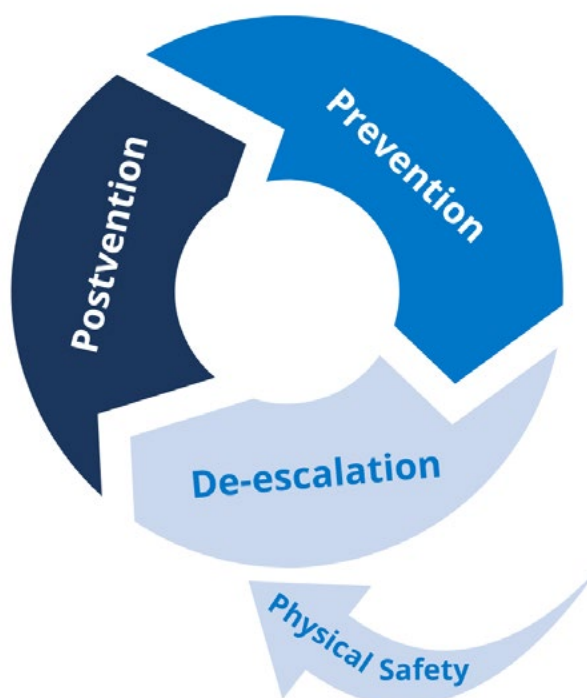
Alternatives in Woodinville, WA, and information is available on their website: rightresponse.org

NOTE: Overlake Specialty School will be transitioning to a new program to replace Right Response over the course of the school year.

Counseling Program

Individual and group counseling is available to the students of Overlake Specialty School. The student and their treatment team will determine if counseling may be beneficial based on the student's unique needs. Counseling outcomes are best supported when students are engaged in the process and are allies in their treatment. For this reason, individual counseling is a voluntary service and will not be mandated. Overlake Specialty School Students and families are supported by two licensed mental health counselors, Christopher Hibbeln, who supports the secondary and high school classrooms, and Darcy Newby, who supports the primary and secondary classrooms. Both Christopher and Darcy maintain licensure standards to practice counseling in the state of Washington.

Individual Counseling is a process that utilizes a variety of therapeutic techniques to allow students to identify difficulties, motivate change, and provide the skills for change. This change can be a modification of thought patterns, an increase in self-awareness, behavior modification and/or an emotional response to their environment. These techniques may take the form of cognitive restructuring, play, artistic expression,



skills training, discussions or direct instruction. At the heart of each technique is a trusting and safe relationship between the counselor and student, as well as a safe environment in which to communicate and learn new approaches to difficulties.

Group Counseling is an experiential process that approaches issues of personal growth through the use of interpersonal interaction. Students are encouraged to interact with one another in order to identify and understand maladaptive patterns and how to change them. Group interactions provide an opportunity to build relationships and receive interpersonal feedback, acquire new skills, build insight, practice real-life scenarios and form social connections. Many groups offered at Overlake Specialty School follow a curriculum and are supported by evidence and research.

Case Management is the process of collaborating, consulting and coordinating service delivery with community providers in order to promote advocacy, resource management, referrals and therapeutic outcomes for students and their families. Overlake Specialty Counselors coordinate, monitor and evaluate options and services required to meet the student's health and human service needs. Counselors collaborate with educational team members, community treatment teams and external professionals to coordinate care and service delivery. They also assess student functioning from a global perspective, taking the student's cultural, social, economic, academic and developmental needs into account.

Parent Collaboration Program

The Parent Collaboration Program utilizes scheduled meetings between parents and Overlake Specialty School counselors and behavior intervention specialists to help parents identify and develop skills and strategies designed to:

- Improve their ability to successfully parent their children.
- Formulate home safety plans.
- Identify whether or not there is a need for additional family support services.

These components are individualized to meet the specific needs of each parent and family in the program. The Parent Collaboration Program is not intended to be therapeutic counseling.

The Parent Collaboration Program is open to any parents/guardians of students at Overlake Specialty School who request the service and/or are assessed as being likely candidates to benefit from the service by the counselors and behavior intervention specialists.

Parent Collaboration meetings are scheduled as needed by the parents/guardians. The meetings are led jointly by at least one counselor and one behavior intervention specialist.



Individualized Education Program

Every student comes to Overlake Specialty School with an Individualized Education Program (IEP) from their home school district. These students have already gone through the steps of the Special Education process under the *Individuals with Disabilities Education Act* (IDEA). The IEP is individualized to each student and their particular needs and is the foundation of quality education for students with disabilities. All students who attend Overlake Specialty School have specific behavior goals included in their IEPs as well as any other related services designed to meet the needs for each student.

An IEP and the meetings involved in processing specialized programming creates an opportunity for parents, guardians, family members, teachers, district representatives, counselors, behavior specialists, related services personnel and students (when appropriate) to work together as a team to improve behavioral and educational opportunities for the students with disabilities. The team collaborates using each person's knowledge and experience with the student to design the best program possible. The IEP team meetings occur at least once a year. Your student's team may meet several times throughout the year to implement new behavior plans, add or delete services, and make changes or amendments to the student's educational and behavioral programming as needed.

Quarterly Team Meetings

Overlake Specialty School understands the importance of open communication, collaboration, and working as a team. Each student has a multidisciplinary team consisting of the IEP team, outside therapists, respite care workers, family members or any support systems included in the student's and family's life. Quarterly meetings provide a chance to pool everyone's knowledge of the student to provide the best programming possible for each student. The classroom teacher will contact parents/guardians, school district representatives and other relevant parties to set up a meeting.

Meetings help gain information about the student's strengths and the areas in need of improvement. It is a time for families to share their thoughts about their child's progress in the program and ask questions regarding their program. It can also be a time to generate information and ideas on how to help students at home, recruit and organize help or support, implement behavioral techniques and/or address new challenges that may arise throughout their placement. Meetings can also be a place to identify and integrate resources and services from the community to strengthen school programs, family practices, and student learning and development.

When educators and parents are viewed as a team by a student, it reinforces the student's commitment to the program and educational standards. Studies have proven children perform better when there is a positive partnership between parents and districts. Generally, parents and teachers tend to have limited face-to-face communication. Quarterly meetings provide interactions with parents, teachers and service providers, which are critical for student success. Adults create powerful models for children through words and actions and modeling good communication skills. The meetings help to keep the channels of communication open between home, school and the community.

The Administrative assistant's phone number is 425-688-5425. School district transportation phone numbers are listed below:

SCHOOL POLICIES

Attendance Policy

Unless otherwise indicated on the yearly school calendar, students are required to be on-site at Overlake Specialty School during school hours:

SCHOOL HOURS

(Sept.8 - June 25): 8 a.m. – 2 p.m. on Mon., Tues., Thurs., Fri.

8 a.m. - 12:30 p.m. on Wednesday.

(July 6 - Aug. 26): 8 a.m. – 2 p.m. Monday through Thursday.

School is closed on Fridays during the summer quarter.

Overlake Specialty School is a year-round school and all students are expected to attend in the summer. Any extended absences not approved in advance will be considered unexcused. We have found that extended absences are associated with a loss of gains made at the school as well as slower transitions back to home schools.

If students have an illness, scheduled appointment, late arrival, early dismissal or any other change in their normal attendance, it is important parents/guardians contact both the administrative assistant and school.

School District Transportation phone numbers are

District	Phone Number	District	Phone Number
Arlington	360-435-3307	Monroe	360-804-2652
Auburn	253-931-4938	Mount Vernon	360-428-6147
Bainbridge Island	206-842-4641	Mukilteo	425-356-1396
Bellevue	425-456-4591	Northshore	425-408-7906
Conway	360-445-5785	Orting	360-893-2302
Edmonds	425-431-1404	Puyallup	253-841-8775
Enumclaw	360-802-7233	Renton	425-204-4459
Everett	425-385-4144	Riverview	425-844-4540
Federal Way	253-945-5960	Seattle	206-252-0917
Fife	253-517-1060	Shoreline	206-361-4278
Granite Falls	425-335-1508	Snohomish	360-563-3527
Highline	206-631-7539	Snoqualmie Valley	425-831-8027
Issaquah	425-837-6334	Stanwood	360-629-1229
Kent	253-373-7444	Sultan	360-793-9820 and press 3
Lake Stevens	425-335-1508	Tacoma	253-571-1855
Lake Washington	425-936-1120	Tahoma	425-413-3220
Marysville	360-653-0224	Tukwila	206-901-8050
Mercer Island	206-236-3338	White River	360-829-3387

Absences & Late Starts

It is the responsibility of the parent/guardian to notify Overlake Specialty School if a student is absent due to illness or another cause. Parents/guardians should call the administrative assistant at 425-688-5425 and school district Transportation as soon as possible to provide notification of the absence. The absence will be recorded as unexcused unless a parent/guardian phone call and note is received within two school days.

Some examples of absences we consider excused:

- Illness (see *Illness policy* below).
- Planned family vacation.
- Attending a funeral.
- Attending a court hearing.
- Medical/family emergency.
- religious holiday.

In situations involving extended absences for medical or mental health issues, parents/guardians must contact the Administrative Assistant to share information and discuss any needed arrangements. Before the student returns to Overlake Specialty School, the parents/guardians must contact the principal and discuss pertinent information regarding the extended absence. There will often be a team meeting with parents/guardians, school district representatives and Overlake Specialty School staff to discuss any changes and special arrangements before the student returns to Overlake Specialty School.

Extended trips and vacations are disruptive to academic progress. Please arrange trips and vacations during school holidays when possible. In order for extended trips and vacations during school days to be considered excused, parents/guardians must provide prior notice to Overlake Specialty School in advance. Parents/guardians can make homework arrangements with the student's classroom teacher.

Sometimes students need to arrive late to school due to a morning appointment or other reason.

When this happens, please do the following:

- Contact District Transportation to ensure a ride is arranged for your student to return home.
- Contact the front desk at the school: 425-688-5425 so the school team knows the plan.

Illness

If a student has the following symptoms, he/she should probably go to school:

- Sniffles, a runny nose and a mild cough without a fever. This could be an allergic response to dust, pollen, or seasonal changes.
- Vague complaints of aches, pains or fatigue.
- Single episode of diarrhea or vomiting without any other symptoms.

If a student has the following symptoms he/she should stay at home. If a student exhibits any of these symptoms at school, it will be necessary to pick him/her up from school.

- Eyes – thick mucus or pus draining from the eye or pink eye. With pink eye (conjunctivitis), you may see a white or yellow discharge, matted eyelids after sleep, eye pain and/or redness.
- Fever – temperature of 100 degrees Fahrenheit or higher. Remember, a child must be fever free for 24 hours before returning to school.
- Greenish nose discharge, and/or chronic cough – should be seen by a healthcare provider. These conditions may be contagious and require treatment.
- Sore throat – especially with fever or swollen glands in the neck. (With strep throat, the child may return to school after 24 hours on antibiotics.)
- Diarrhea – three or more watery stools in a 24 hour period, especially if the child acts or looks ill.
- Vomiting – uncontrolled vomiting two or more times within the past 24 hours.
- Rash – body rash, especially with fever or itching. Heat rashes and allergic reactions are not contagious.

Sending a child to school with any of the above symptoms puts other children and staff at risk of getting sick. If all parents/guardians keep their sick children at home, we will have stronger, healthier and happier children. While we regret any inconvenience this may cause; this means fewer lost workdays and less illness for parents/guardians.



Inclement Weather

Overlake Specialty School closure information will be available on local radio and television news, as well as online. FlashAlert will have the most updated information about school closure or late start. There are two ways to access this information, including an option to subscribe and get automatic alerts regarding school closure and/or late start times:

Visit Overlake Specialty School's page on FlashAlert.net to get information on closure/late start and to subscribe for news updates: flashalert.net/id/OverlakeSpecialtySchool

Frequently Asked Questions about Inclement Weather:

When Overlake Specialty School is closed due to inclement weather, can students attend?

Overlake Specialty School will offer remote school services when weather causes the school to be closed due to inclement weather.

If the school is open but a district is not providing transportation, can a student from that district still attend?

If the student's district is closed and parents or guardians have the means to provide transportation to school and back home, students are welcome to attend.

If the school is open, a district is not providing transportation, and parent/guardian is unable to provide transportation, will the student be excused?

If parents or guardians are unable to provide transportation both ways then the student should stay home, and this will be considered an excused absence.

If the school is open and starting late, when can students arrive at school?

When Overlake Specialty School is open and starting late, service will not be provided to students until the announced start time.

- If school is starting one hour late (9 a.m.), students will not be admitted to the building until 8:45 a.m.
- If school is running two hours late (10 a.m.), students will not be admitted to the building until 9:45 a.m.

Transportation

Students are to be transported to and from school by district provided transportation, parents/guardians, or adults pre-approved by parents/guardians.

When a student's transportation arrives at school, the student is expected to remain in the vehicle until Overlake Specialty School staff request they exit transportation and enter the building.

Students are expected to follow the same behavioral guidelines on school district transportation they are supported at school. The driver has full authority over passengers. Seat assignments may be necessary to assure passenger safety. If students choose to behave in a way that is disrespectful or dangerous while on transportation, there may be logical consequences from the school district.

Once a student leaves campus on the bus or cab, he/she becomes the responsibility of that district. Overlake Specialty School can assist in problem solving when needed, but decisions regarding transportation are the student's home district's responsibility.

GENERAL SCHOOL POLICIES

Birthdays

Parents/guardians may bring simple refreshments for the class on their child's birthday. Due to food handling laws, the refreshments must be store-bought and brought to school unopened. We ask that parents/guardians not send nuts or food containing nuts to school with their students.

Dress Code

- Students should arrive at school in a hygienic manner (i.e., clean clothing, bathed, groomed). Students are to wear clothing that is in good repair. This means clothing that is not ripped, torn, soiled, extremely dirty or foul smelling. Staff reserve the right to address particular issues with students when their appearance does not adhere to the following guidelines:
- Footwear and socks must be worn at all times. Footwear includes boots, shoes, sneakers, sandals, moccasins, or other appropriate foot cover. Footwear must be firmly attached to feet with toes and heels covered. Students are required to have closed-toed athletic shoes for recreation therapy.
- All students must wear footwear that conforms to student dress code when they are outside the building (recreation field, sidewalk around building, any off-campus activity). However, students may also bring alternative footwear to change into for off-campus activities when deemed appropriate by staff (e.g., sandals to change into during beach outing).
- Jewelry and clothing (shirts, t-shirts, jerseys, hats, pants, coats, belts, watches, rings, etc.) must not display graffiti, unacceptable writing, vulgar sayings or pictures, violent pictures/statements/words, sexual pictures/statements/words, or alcohol/drug/tobacco related messages. School staff has discretion regarding the appropriateness of displays on clothing and jewelry.
- Shirts/Blouses must have straps at least 2-in. width and cover the area shown on the attached image. Shirts cannot be see-through, expose midriff, cleavage, and/or abdomen. Undergarments may not be visible at any time.
- Pants/shorts/skirts must cover legs no shorter than 3 inches above the knee and should not be see through or sheer.
- Students who elect to wear a skirt must wear shorts/leggings underneath at all times.
- Sunglasses may be appropriate on off-site outings.
- Expectations regarding hats and hoods is up to the discretion of each classroom and student plan.
- Anything that could be construed as gang-related or in any way representing "colors" is prohibited. Examples include clothing that is predominantly blue or red, bandanas, and a single, raised pants leg
- Chains attached to wallets, belts, pants, etc., are not allowed.
- Clothing and accessories with spikes are not permitted.
- Recreation Therapists will provide specific dress code for outings where swimsuits may be needed.

Food, Snacks, and Meals

Students may bring their own food and drinks to consume at snack and lunch times. Overlake Specialty School staff may decide some items are inappropriate for the school setting, such as excessive amounts of snack food, soft drinks, or candy. All drinks must be unopened and in their original containers. Glass containers are not allowed.

Overlake Specialty School provides lunch to all students.

Parents/guardians may choose to provide treats for a classroom due to a party, celebration or other event. Parents/guardians must discuss this with the classroom teacher prior to bringing in food items. Due to food handling laws, the refreshments must be store-bought and brought to school unopened.

Overlake Specialty School will not provide nuts or foods containing nuts to students. We ask that parents/guardians not send nuts or food containing nuts to school with their students.

Harassment, Intimidation and Bullying

It is the policy of Overlake Specialty School to maintain a safe, civil, respectful and inclusive learning community for all students, employees and volunteers, free from harassment, intimidation or bullying. RCW 28A.300.285 requires every school to have a policy prohibiting the harassment, intimidation or bullying of any student, and to share this policy with parents/guardians, students, volunteers and school employees.

Harassment/Intimidation/Bullying Defined

Harassment, intimidation, or bullying is any intentional written, verbal, or physical act, including but not limited to: one shown to be motivated by any characteristic in RCW 9A.36.080(3), (race, color, religion, ancestry, national origin, gender, sexual orientation or mental or physical disability), or other distinguishing characteristics (including but not limited to: physical appearance, clothing or other apparel, socioeconomic status, gender identity, and marital status), when the intentional written, verbal or physical act:

- physically harms a person or damages a person's property; or
- has the effect of substantially interfering with a student's education; or
- is so severe, persistent, or pervasive that it creates an intimidating or threatening educational environment; or
- has the effect of substantially disrupting the orderly operation of the school.

Harassment, intimidation or bullying can take many forms including: slurs, rumors, jokes, innuendos, demeaning comments, drawings, cartoons, pranks, gestures, physical attacks, threats, or other written, oral or physical actions. The affected person does not need to actually possess a characteristic that is a basis for the harassment, intimidation or bullying. False reports or retaliation for harassment, intimidation or bullying also constitute violations of this policy.

Complaint Procedure

Any student, employee or volunteer who experiences or observes possible harassment, intimidation or bullying is encouraged to immediately identify the offensive behavior to the harasser and request that it stop, and then report the circumstances to the principal. If that person is uncomfortable in addressing the matter directly with the harasser, or if the behavior does not stop, then that person will discuss the matter immediately with a school employee, who will bring the concern to the attention of the Principal.

Assessment and/or Investigative Process

After receiving a report of harassment, intimidation or bullying, the Principal will assess the report and determine the appropriate response. If an investigation is warranted, the Principal will perform an objective investigation, and will ensure all follow-up and documentation is completed in accordance with organizational procedures.

Response

The Principal will authorize the appropriate response to claims of harassment, intimidation or bullying. Depending upon the frequency and severity of the conduct, intervention, counseling, correction, discipline and/or referral to law enforcement will be used to remediate the impact on the victim and the climate and change the behavior of the perpetrator. This includes appropriate intervention, restoration of a positive climate, and support for victims and others impacted by the violation.



Medication Dispensing Policy

Students may have prescription medications that are ordered to be administered during school hours. In these situations, the following rules must be followed:

- The parent/guardian must fill out and return a *Medication Administration Request Form* if they would like their child to take medications at school. The form is available from the administrative assistant; it is also provided as part of the admission packet. Adult students can complete an adult version of this form if they are not under the guardianship of another party.
- The student's licensed health provider must fill out and return a *Licensed Health Provider Medication Administration Form*. The form is available from the administrative assistant; it is also provided as part of the admission packet.
- Parents/guardians are responsible for providing a two-week supply of medication in a pharmacy bottle, labeled with the student's name, name of medication, medication expiration date, medication dose and both the time and frequency the medication is to be administered. One of the medication para-educators will count the medication and create a record of the medication delivery at the point of transfer.
- Parents/guardians are responsible for notifying the medication para-educator and for having the Licensed Health Provider complete a new *Licensed Health provider medication administration Form* when changes are made in medications.
- When it is time to dispense a student's medication, a designated staff person will offer the student the medication and water. If the student refuses, then the medication will be offered again several minutes later by another designated staff person. If the student continues to refuse the medication, the parent/guardian will be contacted about the incident. Unused medication shall either be picked up by parents/guardians or destroyed.

Non-Discrimination Statement

It is the intent of Overlake Specialty School to offer education and therapeutic services free of discrimination by race, age, national origin, religion, sex, ethnicity, age, sexual orientation, gender identity, or handicap.

Sharing Items

Students may not give, sell, borrow, loan, or exchange property for any length of time. This includes all property regardless of the value or perceived value.

Students may share packaged food items with the other students in their classroom at the discretion of Overlake Specialty School staff. In these cases, the food must be shared with all the other students in the class.

SAFETY POLICIES

Behavior Interventions

Overlake Specialty School staff are committed to maintaining a setting in which students participate in activities with their classroom throughout the school day. However, staff may intervene when students are unable to follow classroom rules and expectations.

There is a broad range of interventions: prompt to stop inappropriate behavior, direction to take a time-out in a hallway, direction to a Learning Room or Support Room, physical escort, direction to or placement in a Support Room. Staff will use the least restrictive intervention while maintaining safety and an appropriate learning environment. All staff participate in annual training to support the safest and least restrictive interventions.

House bills impacting legally allowed interventions took effect in May 2015, January 2022, and June 2026. They included several additions and changes to existing Washington Administrative Codes (regulations of Washington state, referred to as WACs) and Revised Code of Washington (established laws of Washington state, referred to as RCWs) related to Aversive Intervention Plans and the use of restraint in school settings. The main changes are below:

1. Physical restraint means *“physical contact by one or more staff members that immobilizes or reduces the ability of a student to move the student’s arms, legs, torso, or head freely.”* Overlake Specialty School considers sitting and standing holds to be physical restraints.
2. Physical escort means *“the temporary touching or holding of a student’s hand, wrist, arm, shoulder, or back by a staff member for the purpose of directing the student to a safe or otherwise appropriate location.”*
3. Isolation means *“restricting the student alone within a room or any other form of enclosure, from which the student may not leave.”* In the Overlake Specialty School setting, isolation refers to any situation in which staff have directed a student to a Support Room and the staff do not allow the student to leave the Support Room.
4. *“Following the release of a student from the use of restraint or isolation, the school district or other provider of public educational services must implement follow-up procedures. These procedures must include (a) reviewing the incident with the student and the parent or guardian to address the behavior that precipitated the restraint or isolation and the appropriateness of the response; and (b) reviewing the incident with the staff member who administered the restraint and isolation to discuss whether proper procedures were followed and what training or support the staff member needs to help the student avoid similar incidents.”*
The classroom teacher contacts parents/guardians by phone to review each incident of isolation and/or restraint within 24 hours of the incident.
5. *“The principal, other building administrator, or designee must make a reasonable effort to verbally inform the student’s parent or guardian within 24 hours of the incident, and must send written notification as soon as practical but postmarked no later than five business days after the restraint of isolation occurred.”* The classroom teacher is the principal’s designee and contacts parents/guardians to inform them of any incident of isolation and/or restraint, as in item four above. The school’s administrative assistant also will email a brief statement notifying parents/guardians when there is any incident of isolation and/or restraint. If the school does not have a parent’s/guardian’s email address, a letter will be mailed to parents/ guardians within five business days.

Child Abuse and Neglect Reporting Policy

School employees, by law, must report to Child Protective Services and the police as mandated reporters if they have reasonable cause to believe that a child has suffered abuse or neglect. A report must be made within 48 hours. Contacts of this type are made by a school counselor. Parents and guardians may be contacted with information about potential child abuse and neglect, unless there is reason to believe this could compromise the safety of the student.

Contraband Search Policy and Procedure

Student transportation is scheduled to arrive at Overlake Specialty School between 7:45 and 8 a.m. Students will enter the building one at a time as directed by staff. All students will proceed into the school lobby for check-in. It is school policy to conduct a contraband search of students and their property upon arrival to school each day. Additionally, this search procedure may occur any time during the school day. The following steps outline, in detail, the procedure for searching each student regardless of class, gender, ethnicity, economic standing, religion or disability.

Upon arrival the student will be greeted by a trained school staff and:

- The student's jacket or coat will be searched (pockets, flaps, etc.)
- A metal detector wand will be used to search the student's body for weapons or sharps.
- The student will be required to empty his/her pockets and staff will make a visual inventory of the contents.
- The student's backpack or container of any kind will be searched in the presence of the student. All zippers, smaller bags, books, etc. will be opened. Again, a visual inventory will be taken by the staff. **NOTE: Only transition students are allowed to bring a backpack.**
- The student will be required to raise his/her pant leg and staff will visually inspect their socks.
- The student may be asked to remove shoes so he/she may be inspected for contraband as well.
- Appropriate personal items will be returned to the student to take into school.

The following rules apply to storage, use and staff response to personal items students bring to school.

ITEMS THAT WILL BE COLLECTED AT CHECK-IN AND CONFISCATED:

- Weapons of any kind.
- Mood altering substances of any kind.
- Tobacco.
- Lighters.

Should weapons, drugs or other forms of contraband material be found during the search, they will be confiscated and the Principal will be notified immediately. The principal will have discretion of consequences on a case-by-case basis. Additionally, the police may be called.

ITEMS THAT WILL BE COLLECTED AT CHECK-IN AND ONLY RETURNED DIRECTLY TO THE PARENT/LEGAL GUARDIAN:

- Toy weapons, such as toy guns or toy knives, etc.
- Bandanas of any color.
- Laser pointers.
- Vitamins and over-the-counter medications.

ITEMS THAT WILL BE COLLECTED AT CHECK-IN AND THROWN AWAY:

- Liquids in unsealed containers.
- Items which will be collected at check-in and returned at the end of the day:
 - Electronic equipment, including radios, CD players and compact discs, MP3 players, headphones, cell phones and any devices with internet and/or camera functionality.
 - Keys.
 - Glass objects or containers of any kind.
 - Hats (may be used outdoors).
 - Sunglasses (may be used outdoors).
 - Toys and electronic handheld games, such as Gameboys, etc., will be collected at check-in and may only be provided to students at break times if approved by the classroom teacher.

This list is not exhaustive. Additional items not listed above may be prohibited at staff discretion.



Controlled Substances

The use, possession or distribution of controlled substances including alcohol, marijuana, tobacco and all illegal drugs in or around the school premises is strictly prohibited. This also applies to consumption prior to arrival and the possession of paraphernalia (pipes, bottles, papers, lighters, etc.) associated with controlled substances. Any controlled substances discovered by staff will be transferred to security staff for destruction. Parents/guardians and school district representatives will be informed.

Damage to Property

When damage to property is intentional or deliberate, charges for repair or replacement of any property defaced or damaged by students will be billed to the student's home when the value is greater or equal to \$50. We do not necessarily believe parents or guardians should be held responsible for student's actions; however, arrangements for payment or repair should be a family decision. This may include additional chores around the home or community services.

Overlake Specialty School will press charges for destruction of school property if the value of the repair or replacement exceeds \$200.

Disaster Plan

In the event of a major disaster, students will remain at the school under the supervision of the school staff team. The school program will be part of Overlake Medical Center's disaster response. Your child will only be released to adults authorized on their current Student Data Sheet.

Emergency Response Protocols (ERPs)

Emergency response protocols are in place to protect the safety and welfare of students, staff and property in the case of emergencies that pose an imminent likelihood of serious harm. Emergency response protocols, if developed, will be incorporated into a student's IEP with input from parents/guardians, district and school staff.

Emergency response protocols are individualized related to managing the use of isolation and restraint in the school setting as well as providing guidance for monitoring medical conditions that could be impacted by isolation and restraint.

Gang Policy

All Overlake Specialty School students and staff have a right to be and feel safe in school and at school functions. No forms of gang-related activity will be tolerated. Such forms may include: graffiti, emblems, symbolism, hand signs, slang, jewelry, language and clothing. Gang-related behavior/activity must be reported to the principal, and appropriate consequences assigned. Criminal activity will be reported to the police.

Police Intervention

The principal or the principal's designee can authorize contact with the police when laws have been broken or a student's behavior is so dangerous police intervention is necessary. School staff will also contact the student's parents/guardians and school district representative within a reasonable time frame. The Bellevue Police Department has its own policies and procedures and will make a decision about what legal consequences the student receives. Overlake Specialty School works closely with Bellevue Police Department's Community Crisis Assistance Team (CCAT) to provide therapeutic supports in critical situations.

Suspensions

Suspensions are used for very serious rule infractions related to safety and property destruction. Suspensions are used for a student's own safety and that of others. Suspensions may be served at school (in-school suspension) or at home (out-school suspension). All suspensions will be determined by the school staff and must be approved by the principal. Parents/guardians and school district representatives will be informed of the reason for the suspension and the length of time the student will be suspended. If the student has an out-of-school suspension, the student may be required to attend a re-entry meeting before they can return to school. Re-entry meetings are attended by the student and the student's team, including school staff, parents/guardians and a representative from the school district.

Weapons Policy

It is a violation of Washington state law (RCWs 9.41.280 and 9.41.250) for any student to carry any dangerous weapons onto school premises, school provided transportation, school facilities or non-school facilities being used by the school. A violation constitutes disciplinary action from Overlake Specialty School, in accordance with the due process provisions of Washington state law. School staff shall promptly notify law enforcement and the student's parent/guardian regarding any allegation or indication of such violation.

Washington state laws cited above list the following as dangerous weapons: any type of firearm, device for suppressing the noise of a firearm, sling shot, sand club, metal knuckles, spring blade knife, dagger, dirk, nun-chu-ka sticks, throwing stars, air guns, stun guns, devices that injure through electric shock. Toy versions of any weapon listed are also forbidden.







OVERLAKE

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