

2023-24

**STUDENT AND FAMILY
Rights & Responsibilities**

HANDBOOK



IMPORTANT DOCUMENT NOTICE - LANGUAGE ACCESS REQUEST

Under state and federal civil rights laws, you have the right to access information in your language.

English

This is an important document about your child's education. If you need this information in another language, please contact your school district at 360-473-1077 to have this translated for you at no cost.

Arabic

هذا مستند مهم حول تعليم طفلك. إذا كنت بحاجة للحصول على هذه المعلومات بلغة أخرى، فيرجى التواصل مع منطقة مدرستك على الرقم 1077-473-360 لترجمة هذا المستند مجاناً.

Cambodian

នេះជាឯកសារសំខាន់អំពីការអប់រំរបស់កូនអ្នក។ ប្រសិនបើអ្នកត្រូវការព័ត៌មាននេះជាភាសាផ្សេង ស្តីពីទាក់ទងទៅស្រុកសាលារបស់អ្នកនៅ **360-473-1077** ដើម្បីឲ្យគេបកប្រែឯកសារនេះជូនអ្នកដោយឥតគិតថ្លៃ។

Chinese

這是一份有關您孩子的教育的重要文件。如果您需要此資訊的其他語言版本，請撥電話 360-473-1077 聯絡您的學區，我們將免費為您提供其他語言的翻譯版本。

French

Ceci est un document important concernant l'éducation de votre enfant. Si vous avez besoin de ces informations dans une autre langue, veuillez contacter votre district scolaire au **360-473-1077** pour que celles-ci soient traduites pour vous gratuitement.

Hindi

यह आपके बच्चे की शिक्षा से संबंधित महत्वपूर्ण दस्तावेज़ है। यदि आप यह जानकारी किसी दूसरी भाषा में चाहते हैं, तो कृपया इसका निःशुल्क अनुवाद करवाने के लिए, **360-473-1077** पर अपने स्कूल डिस्ट्रिक्ट से संपर्क करें।

Japanese

これは生徒の教育における重要な書面です。この情報を他の言語で必要とされる場合は、360-473-1077で学区まで連絡し、無料で翻訳文書を用意してもらうことができます。

Korean

본 문건은 귀 자녀 교육에 관한 중요 문서입니다. 다른 언어로 본 정보가 필요하신 경우, 귀하의 교육구 **360-473-1077** (으)로 연락하시면 본 문건의 번역본을 무료로 제공받으실 수 있습니다.

Marshallese

Pepa in ej juon pepa eo eaurök kön an ajiri eo nejüm jikuul im an jelalokjen. Elañe kwaikuj bwe melele in en bed ilo bar juon kajin, jouj im kirlok school district eo am ilo **360-473-1077** bwe en ukok pepa in ñan kwe ilo ejellok wōneen.

Punjabi

ਇਹ ਤੁਹਾਡੇ ਬੱਚੇ ਦੀ ਸਿੱਖਿਆ ਬਾਰੇ ਇਕ ਮਹੱਤਵਪੂਰਨ ਦਸਤਾਵੇਜ਼ ਹੈ। ਜੇ ਤੁਹਾਨੂੰ ਇਹ ਜਾਣਕਾਰੀ ਨੂੰ ਕਿਸੇ ਹੋਰ ਭਾਸ਼ਾ ਵਿਚ ਚਾਹੀਦੀ ਹੈ, ਤਾਂ ਕਿਰਪਾ ਕਰਕੇ ਇਸਨੂੰ ਆਪਣੇ ਲਈ ਮੁਫਤ ਅਨੁਵਾਦ ਸਮੇਤ ਪ੍ਰਾਪਤ ਕਰਨ ਲਈ ਆਪਣੇ ਸਕੂਲ ਡਿਸਟ੍ਰਿਕਟ ਨਾਲ **360-473-1077** 'ਤੇ ਸੰਪਰਕ ਕਰੋ।

Russian

Это важный документ для образования Вашего ребёнка. Если данная информация нужна Вам на другом языке, пожалуйста, обратитесь в Ваш школьный округ по тел. **360-473-1077**, который выполнит перевод документа бесплатно для Вас.

Samoan

O se pepa taua lenei e uiga i le a'oa'oga a lou alo. Afai e manaomia lenei faamatalaga i se isi gagana, faamolemole faafesoota'i le itumalo a lau a'oga i le **360-473-1077** e faaliliuina mo oe e aunoa ma se totogi.

Spanish

Este es un documento importante sobre la educación de su hijo/a. Si usted necesita esta información en otro idioma, por favor contacte su distrito escolar en **360-473-1077** para que este documento sea traducido sin costo para usted.

Tagalog

Isa itong mahalagang dokumento tungkol sa edukasyon ng iyong anak. Kung kailangan mo ang impormasyong ito sa isa pang wika, mangyaring makipag-ugnayan sa distrito ng iyong paaralan sa **360-473-1077** upang mai-translate ito para sa iyo nang libre.

Tigrinya

እዚ ብዛዕባ ትምህርቲ ናይ ዉሉድኩም ኣመልኪቱ ዘሎ እንግሊዝኛ ሰነድ እዩ። እዚ ሓበሬታ ብኸልእ ቋንቋ እንተድልዩኩም፣ ምስቲ ናይቲ ቤት ትምህርቲ ዲስትሪክት ብ **360-473-1077** ደዊልኩም ብዘይ ዝኾነ ክፍሊት ንኽትርጎመልኩም ክትሓቱ ትኽእሉ ኢኹም።

Vietnamese

Đây là một hồ sơ quan trọng về việc giáo dục của con quý vị. Nếu quý vị cần thông tin này bằng một ngôn ngữ khác, vui lòng liên hệ với học khu ở số **360-473-1077** để chuyển ngữ hồ sơ này miễn phí cho quý vị.

<https://www.k12.wa.us/policy-funding/equity-and-civil-rights/resources-school-districts-civil-rights-washington-schools/interpretation-and-translation>

A PDF copy of this handbook can be downloaded from [BremertonSchools.org/Handbook](https://www.bremertonschools.org/Handbook). To request a printed copy of this handbook, please contact Rebecca.Rodeman@BremertonSchools.org or 360-473-1018.

Introduction



Together, families, students, teachers, staff, and administrators share the responsibility in creating and sustaining an environment that enhances student achievement and well-being in the Bremerton School District.

Please read this handbook and discuss it with your student(s). By following the rights and responsibilities outlined in this handbook, you can help our school district become a safer and more supportive environment for all students and staff.

This handbook contains abbreviated and summarized policies and procedures and is not a substitute for our official Board Policies and Procedures, which can be found [here](#).

Bremerton Mission, Vision, and Beliefs

Mission: The Bremerton School District together with families and community members, provides equitable education opportunities and supports for all students to provide them the foundation to live productive and rewarding lives.

Vision: As lifelong learners, our students will develop the confidence, skills and perseverance to choose their future and become thriving, contributing members and leaders of society.

Beliefs:

We believe

- Highly effective teaching that responds to diverse learners is crucial to student success.
- Our students and community deserve facilities that are safe, efficient, and multifunctional.
- Our students will be prepared for life, career, and lifelong learning.
- Comprehensive leadership includes a focus on equitable access, family, and community.

Non-Discrimination Statement

The Bremerton 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 the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

- Garth Steedman: 360.473.1031 or garth.steedman@bremertonschools.org
- Section 504 Coordinator Mark Mayfield: 360.473.4702 or mark.mayfield@bremertonschools.org
- Mailing address: 134 Marion Avenue North, Bremerton, WA 98312.

Table of Contents



1. Student Rights & Responsibilities

- 1.1 Student Attendance
- 1.2 Student Dress
- 1.3 Student Behavior and Discipline



2. Student Safety, Security, and Privacy

- 2.1 School bus expectations
- 2.2 Closed campus: students must remain on campus
- 2.3 Discrimination and sexual harassment
- 2.4 Family Educational Rights and Privacy Act (FERPA)
- 2.5 Harassment, intimidation, and bullying (HIB)
- 2.6 Restraint, isolation, and reasonable force
- 2.7 Student privacy and searches



3. Student Health and Wellbeing

- 3.1 Child custody
- 3.2 Immunizations
- 3.3 Medication at school
- 3.4 Vision and hearing screenings
- 3.5 When to keep your student home from school
- 3.6 Section 504
- 3.7 Suicide Prevention



4. Student Support

- 4.1 Childfind and special educations services
- 4.2 Multilingual Language Learners (MLL)
- 4.3 Highly capable students
- 4.4 McKinney-Vento: students experiencing homelessness
- 4.5 Translation Services



5. Required Parent/Guardian Annual Notifications

- 5.1 Annual ABC Process
- 5.2 Asbestos notification
- 5.3 Assessments
- 5.4 Citizen complaints
- 5.5 Grading and progress reports
- 5.6 Parent/Guardian and family engagement policies
- 5.7 Protection of Pupil Rights Amendment (PPRA)
- 5.8 School performance reports
- 5.9 State and local assessments
- 5.10 Teacher qualifications
- 5.11 Ombuds Services



6. Appendices

- A. District and School Contacts
- B. District Policy Name and Numbers
- C. Summary of Handbook Updates & Edits



1. Student Rights & Responsibilities

Student rights bring with them responsibilities for thoughtful and lawful expression within the goals and mission of a school district. Therefore, student rights carry the obligation for the individual student to learn limitations as expressed in federal and state law and district operational procedures.

Our district will observe students' fundamental rights and will administer discipline in a manner that does not: 1) unlawfully discriminate against a student; 2) deprive a student of their constitutional right to freedom of speech and press, peaceful assembly, freedom of religion; 3) deprive a student of their constitutional right to be secure against unreasonable searches and seizures; 4) unlawfully interfere in a student's pursuit of an education; and 5) deprive a student of their right to an equal educational opportunity. [WAC 392-400-805](http://wac.wa.gov/WAC392-400-805)

The district's OP 3241 "Student Discipline" is designed to provide students with a safe, healthy, and educationally sound environment.

It is the student's responsibility to be aware of and comply with OP 3241, including behavioral expectations that respect the rights, person, and property of others. Students are also expected to pursue the required course of studies. Students and staff are expected to work together to develop a positive climate for learning. Students are referred to readily available operational procedures for the full statement of information in any of the areas to be summarized in this handbook. State discipline law is available under [WAC 392.400](http://wac.wa.gov/WAC392-400).



It is the responsibility of all students enjoying the benefits of school citizenship to follow the established rules and procedures governing their school. The community is entitled to expect good citizenship from its students. It is, therefore, our District's purpose to encourage students to learn how to properly exercise their rights, and to encourage students to meet their responsibilities by living up to the reasonable restrictions and appropriate standards of behavior described herein.

Students have a right to:

- Equal educational opportunity and freedom from discrimination in all phases of the educational process
- Learn in a safe and positive learning environment
- Receive high quality instruction that is consistent with state and district goals
- Achieve at high levels
- Know the requirements of each course of study and how the grade will be determined



- Have access to their appropriate educational records
- Expression and assembly consistent with the maintenance of an orderly and efficient educational process
- Consult with educational staff at appropriate times
- Be involved in school activities by meeting the standards of the sponsoring organization(s)

Students have a responsibility to:

- Attend school daily, arriving on time to class and be ready to fully participate in the daily activities
- Strive for academic and personal growth
- Contribute positively to the school environment, allowing all students to have equitable opportunities
- Conduct themselves in a manner which will not disrupt their education or disrupt the education of others
- Dress in a manner that is not disruptive to the educational environment or threatening to the health and safety of others
- Identify themselves upon request to any school district personnel or authorities of the Bremerton School District.
- Be aware of school rules governing behavior and conduct themselves accordingly with those rules and regulations

When and where do these rights and responsibilities apply?

- On all campuses of our District at all times
- While on the school bus or other District sanctioned transportation and/or when waiting at the bus stop
- At times and places where the principal or other school official or employee is supervising students
- During school or District related events including field trips, athletic functions and other related activities
- When students are going to and from school

Policies:

- [Board Policy 3241](#)



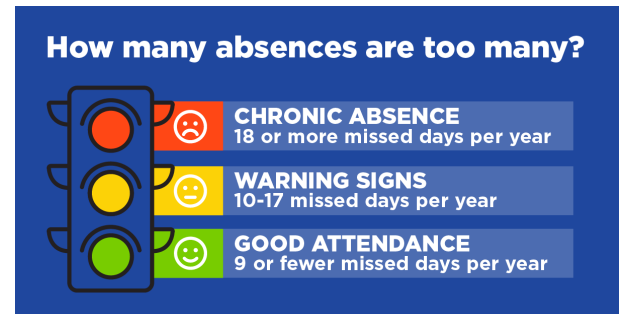
1.1 Student Attendance

Why attend school?

Getting our children to school on time every day is the best thing we can do for their futures. When a child is absent, whether excused or unexcused, it's hard to catch up. Missing 1 day of school means missing 6.5 hours of learning, no matter why they're gone. We want to help, so we review your child's attendance data at the end of each month. We're sharing the information so you can step in if your child is at risk of chronic absence.

The Attendance Problem

Across the country, more than 8 million students are missing so many days of school that they are academically at risk. Chronic absence can translate into students having difficulty learning to read by the third-grade, achieving in middle school, and graduating from high school.



What is chronic absence?

Chronic absenteeism means missing 10% or more of school or 18 days of school.

Visit www.BremertonSchools.org/BPresent for more information on the importance of regular attendance, as well as resources.

BPRESENT.
ATTEND TODAY.
ACHIEVE TOMORROW.

Find out why student attendance matters at:
BremertonSchools.org/BPresent

Bremerton School District



1.2 Student Dress

Preserving a beneficial learning environment and assuring the safety and well-being of all students are primary concerns of the Board. The Board believes that the responsibility for the dress of a student rests with the student and his/her parents/guardians and that appropriate attire contributes to a productive learning environment.

Student dress shall only be regulated when, in the judgment of school administrators, there is a reasonable expectation that:

1. a health or safety hazard shall be presented by the student's dress or appearance, including possible membership in a gang or hate group;
2. damage to school property shall result from the student's dress; or
3. a material or substantial disruption of the educational process will result from the student's dress or appearance.

School staff will ensure dress code procedures and practices are administered in a consistent and equitable way and that those practices do not lead to an increase or reinforcement of the marginalization or oppression of any group based on race, sex, gender identity, gender expression, sexual orientation, ethnicity, religion, cultural observances, national origin, household income, or body type/size. Any school dress code enforcement actions will have minimal impact on loss of educational time.

However, clothing that is worn must not cause a material or substantial disruption of the educational process or have caused such disruption in the past. Clothing must be suitable for all scheduled classroom activities. All clothing must cover the buttocks, chest, and groin areas. All students must be easily identifiable by school personnel and cameras.

Students may wear items in the following non-exhaustive list, so long as these items do not cause a material or substantial disruption of the educational process as outlined below:

- Hats, hoodies, and religious or cultural headwear so long as the face is visible to school staff and cameras.
- Tank tops, including spaghetti straps, strapless shirts and dresses.
- Shorts, pants, dresses, and skirts that cover chest, buttocks, groin, and undergarments.

For the purposes of this procedure, a material or substantial disruption of the educational process will be found to exist when clothing contains or depicts:

- Violent language or images, inclusive of jewelry;
- Images, innuendo, or language depicting weapons, drugs, tobacco, nicotine or vapes, alcohol-related messages (or any other illegal item or activity);
- Hate speech, profanity, sexual innuendo, or pornography;



- Symbols or language that creates a hostile or intimidating environment based on any protected class or affects the attendance of another student; and/or
- Gangs (inclusive of bandanas or other items that signify gang association).

Reference

- [Policy 3224](#)
- [Procedure 3224P](#)

1.3 Student Behavior and Discipline

Bremerton School District strives to prepare all students for success in life. Our schools create safe, healthy, and educationally sound environments, where each student grows as a learner. We will ensure fairness and equity for all students by implementing restorative practices and preventative practices as our standard approach to student behavior. This approach will enable our students to remain connected to learning and limit exclusionary practices to unsafe and dangerous behaviors.

Preventative strategies are provided to all students and promote healthy relationships, while creating supportive school communities where all are welcome and feel a sense of belonging. Practices can be used with intentionality for some students to mitigate some behaviors. Behavior responses and interventions will be determined on an individualized basis.

Behaviors below with a check (✓) are eligible for exclusionary discipline, those with check and an asterisk (✓) are eligible for exclusionary discipline only for 5th-12th grade students. See definitions of discipline starting on page 20.*

Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
Alcohol (ALC/03)	Manufacturing, sale, purchase, transportation, possession, distribution, or consumption of intoxicating alcoholic beverages or substances represented as alcohol or the violation of district alcohol policy. Suspicion of being under the influence of alcohol may be included if it results in disciplinary action. <i>May Consult with Prevention/Intervention, Drug/Alcohol Mediation Eligible</i>	✓	✓	✓*	✓*



Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
Arson (AR/24)	Causing a fire or explosion in order to injure another or to damage or destroy property. <i>May refer to Fire Stoppers, Complete School-Based Threat Assessment</i>	✓	✓	✓*	✓*
Bullying (BU/14)	Intentional, unwanted, aggressive behavior that (1) involves a real or perceived power imbalance, and (2) is repeated, or has the potential to be repeated, over time. For behavior that does not meet both criteria (1) and (2), see other behavior codes: Discriminatory Harassment; Threat to Other; or Intimidation/ Non- Sexual Harassment, and Intimidation. <i>May consult with OSCR/HIB, (473-1003)</i>	✓*	✓*		
Destruction of Property (DP/(17)	Intentional damage of school property or the property of others.	✓	✓		
Discriminatory Harassment (DH/16)	Conduct or communication that (1) is intended to be harmful, humiliating, or physically threatening, and (2) shows hostility toward a person or persons based on their real or perceived sex, race, creed, religion, color, national origin, sexual orientation, gender identity, gender expression, veteran or military status, disability, or use of a trained dog guide or service animal. For behavior that does not meet both criteria (1) and (2), see other behavior codes: Bullying; Threat to Other; or Intimidation/Non-Sexual Harassment. <i>Must consult with OSCR/HIB (360-473-1003), Consult with OSCR/Title IX (360-473-1030).</i>	✓	✓	✓*	✓*



Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
Disruptive Conduct (DDC/13)	Conduct that materially and substantially interferes with the educational process. <i>Examples: Disruptive Dress and Appearance, Disruptive Behaviors, Nuisance Items.</i>	✓*	✓*		
Failure to Cooperate (FC/12)	Repeated failure to comply with or follow reasonable, lawful directions or requests by teachers or staff. Includes behaviors that may be subject to local student conduct codes, such as: Disobedience, Defiance, Non-Compliance, Insubordination, Malicious Mischief, Possession of Prohibited Items (Contraband), Student Dress Violations.	✓*	✓*		
Fighting Without *Major Injury (FWO/05)	Mutual participation by two or more students in an incident involving physical violence, where there is no major injury. (Do not include verbal confrontations, tussles, or other minor confrontations). <i>May Complete School-Based Threat Assessment</i>	✓	✓	✓*	✓*
Illicit Drug (not marijuana) (ZID/04)	Unlawful use, cultivation, manufacture, distribution, sale, solicitation, purchase, possession, transportation, or importation of any controlled drug or narcotic substance or violation of the district drug policy. Include the use, possession or distribution of any prescription or over-the-counter medication (e.g., aspirin, cough syrups, caffeine pills, nasal sprays). <i>May consult with Prevention/Intervention, Drug/Alcohol Mediation Eligible</i>	✓	✓	✓*	✓*



Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
Intimidation/ Non-Sexual Harassment (I/22)	Behavior that includes non-violent/non-sexual offensive contact with another person, publicly insulting another person with abusive words or gestures, subjecting another person to alarm by conveying a false report that the student knows to be false, or use of electronic or telephonic means to convey false or embarrassing information about another person. (Note: if the behavior meets the definition of Bullying or Discriminatory Harassment, then the Code 14 or 16 should be entered in Element R08)	✓	✓		
Marijuana (ZM/11)	Unlawful use, cultivation, distribution, sale, solicitation, purchase, possession, or transportation of cannabis. Suspicion of being under the influence of cannabis may be included if it results in disciplinary action. <i>May consult with Prevention/Intervention, Drug/Alcohol Mediation Eligible</i>	✓	✓	✓*	
Multiple Minor Accumulated Incidents (MMA/21)	Discipline for culmination of multiple minor infractions that both occurred throughout the school year and individually would not typically rise to the severity of meriting a short-term suspension.	✓			



Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
Other behavior resulting in a corrective or disciplinary action (O/09)	<p>Every attempt should be made to categorize a student's behavior in the specific categories provided above as those categories are required for federal reporting. (Use this behavior code for offenses and when codes 02-08 or 10- 20 do not apply.) <i>Examples: Closed Campus Violation, Dangerous Behavior, False Alarms/ Fire Apparatus, Fraud/ Forgery, Profanity/ Language, Trespassing</i></p> <p><i>May consult with Supervisor of School Safety & Support (473-1003), Complete School-Based Threat Assessment as needed</i></p>	✓			
Sexual Harassment (SEH/15)	<p>Conduct or communication intended to be sexual in nature, is unwelcome by the targeted person(s) and has the potential to deny or limit another student(s) ability to participate in or benefit from a school's education program. <i>Must consult with OCR/Title IX (473-1030)</i></p>	✓	✓		
Sexually Inappropriate Conduct (SIC/18)	<p>Obscene acts or expressions, whether verbal or non-verbal. Includes behaviors that may be subject to local student conduct codes, such as: Public Display of Affection, Lewd Conduct, or Indecent Exposure.</p>	✓	✓	✓*	
Serious Bodily Injury (SB/10)	<p>An incident, specific to students eligible for special education services, that results in the serious bodily injury of another (bodily injury that involves a substantial risk of death, extreme physical pain, protracted and obvious disfigurement, or protracted loss or impairment of the function of a bodily member, organ, or mental faculty).</p> <p><i>May complete School-Based Threat Assessment</i></p>	✓	✓	✓*	✓*



Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
Theft/ Possession of Stolen Property (TOP/(19))	Taking or knowingly being in possession of district property or property of others without permission.	✓	✓		
Threat to Other (TH/(23))	Spoken, written or electronic statements or actions conveying the malicious intent of causing physical injury to another person or group of people. Any person, singly or in concert with others, is prohibited to intimidate by threat of force or violence any administrator, teacher, classified employee, or student of any common school who is in the peaceful discharge or conduct of his or her duties or studies. RCW 28A.635.100 May complete School-Based Threat Assessment	✓	✓	✓*	
Tobacco (TOB/(02))	Possession, use, distribution or sale of tobacco products, including e-cigarettes or other vapor products, or the violation of school district tobacco policy. May provide with Tobacco or Vape Fact Sheet, may consult with Prevention/Intervention	✓	✓		
Violence With *Major Injury (VWI/07)	A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Any incident defined by school district policy as a violent offense that includes a major injury, such as: <ul style="list-style-type: none"> • Severe fighting that results in a major injury • Assault • Homicide • Kidnapping • Sexual Assault 	✓	✓	✓*	✓*



Behavior Guide					
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP
	<ul style="list-style-type: none"> • Robbery May complete School-Based Threat Assessment				
Violence Without *Major Injury (VWO/(06))	Any incident defined by school district policy as a violent offense that is without major injury, such as: <ul style="list-style-type: none"> • Assault • Kidnapping • Sexual Assault • Robbery May complete School-Based Threat Assessment	✓	✓	✓*	

*A major injury is when one or more students, school personnel, or other persons on school grounds require professional medical attention. Examples of major injuries include stab or bullet wounds, concussions, fractured or broken bones, or cuts requiring stitches.

Related Resources:

- [Board Policy 3241](#)
- [Procedure 3241P](#)





Weapons Possession Matrix

Behavior Type (Skyward/State code)	Definition	Significant
Possession of a Weapon (ZPW/08)	<p>Possessed or brought to school a weapon as defined below:</p> <ul style="list-style-type: none"> • Handgun • Shotgun/Rifle • Multiple firearms • Other firearm <p><i>Must consult with Safety & Security (360-473-1003), complete School-Based Threat Assessment, communicate with law enforcement</i></p>	Mandatory Expulsion
<p><u>Other firearm</u> is not a handgun, rifle, or shotgun and is defined by the Gun Free Schools Act as:</p> <ul style="list-style-type: none"> • Any weapon (including, starter guns) which will or is designed to or may readily be converted to expel a projectile by the action of any explosive; • The frame or receiver of any such weapon; • Any firearm muffler or firearm silencers; • Any destructive device, which includes: <p>a) any explosive, incendiary, or poison gas (such as: bomb, grenade, rocket having a propellant charge of more than four ounces, missile having an explosive or incendiary charge of more than one quarter ounce, mine, or similar device.</p> <p>b) any weapon (other than a shotgun or shotgun shell) which will, or which may be readily converted to, expel a projectile by the action of an explosive or other propellant, and which has any barrel with a bore of more than one-half inch in diameter.</p> <p>c) any combination or parts either designed or intended for use in converting any device into any destructive device described in the two immediately preceding examples, and from which a destructive device may be readily assembled.</p> <p>d) This The term “destructive device” shall not include any device which is neither designed or redesigned for use as a weapon; any device, although originally designed for use as a weapon, which is redesigned for use as a signaling, pyrotechnic, line throwing, safety or similar device; surplus ordnance sold, loaned, or given by the Secretary of the Army pursuant to the provisions of section 4684 (2), 4685, or 4686 of title 10; or any other device which the Attorney General finds is not likely to be used as a weapon, is an</p>		



antique or is a rifle which the owner intends to use solely for sporting, recreational or cultural purposes.						
Behavior Type (Skyward/State code)	Definition	ISS	STS	LTS	EXP	
Possession of a Weapon (ZPW/08)	<u>Other weapon</u> is defined as: Anything used as a weapon that is not classified as a handgun, rifle/shotgun, knife/dagger, or other firearm. Examples include chains, pipes, razor blades or similar instruments with sharp cutting edges; ice picks, pointed instruments (pencils, pens); nun-cha-ka sticks; brass knuckles; stars; billy clubs; tear gas guns; electrical weapons (stun guns); BB or pellet guns; and explosives or propellants	✓	✓	✓	✓	



Exclusionary Responses to Behaviors

Intervention	Description
<p><i>OSPI Definition: A suspension/expulsion occurs when a school district denies a student attendance at any subject/class or full schedule of subjects/ classes in response to a behavioral violation. A suspension may be within or from school.</i></p>	
Classroom Exclusion	<p>A classroom exclusion is the exclusion of a student from a classroom or instructional activity area for behavioral violations. A classroom exclusion does not include actions that result in missed instruction for a brief duration when (1) a teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations, and (2) the student remains under the supervision of the teacher or other school personnel during such brief duration. See WAC 392-400-025(2). OSPI's discipline rules require parent notification following a classroom exclusion. See WAC 392-400-335(2). The person responsible for contacting the parent may be the teacher, principal, or other school personnel</p>
In School Suspension (ISS)	<p>An in-school suspension is within school. An in-school suspension is the exclusion of a student from all or part of the day. A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations. Although classroom exclusion and in-school suspension both always occur within school, they are procedurally and categorically different. A classroom exclusion is primarily related to the exercise of a teacher's statutory authority under RCW 28A.600.020(2), whereas an in-school suspension is primarily related to an administrative decision. Grades K-4 no more than 10 cumulative school days per semester. Grades 5-12 no more than 15 cumulative school days per semester.</p>
Short Term Suspension (STS)	<p>A short-term suspension is an out-of-school exclusionary discipline action. A teacher or other school personnel attempts other forms of discipline to support the student in meeting behavioral expectations. A short-term suspension is the exclusion of a student from a single subject/class or a full schedule of subjects/classes for up to ten consecutive school days. Grades K-4 no more than 10 cumulative school days per semester. Grades 5-12 no more than 15 cumulative school days per semester.</p>
Long Term Suspension (LTS)	<p>A long-term suspension is an out-of-school exclusionary discipline action. A long-term suspension is the exclusion of a student from a single subject/class or a full schedule of subjects/classes for longer than ten consecutive days.</p>



Emergency Removal	An emergency removal is an out-of-school exclusionary discipline action. An emergency removal occurs when a student is immediately excluded from school because the district has sufficient cause to believe the student's physical presence in the building poses either an immediate and continuing danger to others or a threat of material and substantial disruption of the educational process. An emergency removal is the exclusion of a student from school for up to ten consecutive school days.
Expulsion (EXP)	An expulsion is an out-of-school exclusionary discipline action. An expulsion is the exclusion of a student from school for up to the length of an academic term (firearms violations and petitions to exceed the academic term limitation when warranted based on public health or safety are an exception).

Other Responses to Behaviors	
Intervention	Description
Confiscation of Item	Prohibited items will be confiscated by school staff. Drugs, weapons and other dangerous materials will be turned over to the proper authorities.
Family Contact	School staff contacts the student's family/guardian to communicate information regarding the incident.
Loss of Privilege	The student loses the privilege of participating in an activity or using materials for a brief time, usually a class period or a day. What is taken away must be directly related to the behavior (logical consequences).
Referral to Intervention	A process or series of measures taken by school staff to address a student's unmet needs. The purpose of this referral is to identify student academic, social emotional learning (SEL) and behavioral supports.
Restorative Practices	Restorative practices allow students to take ownership over their choices and repair harm. Mistakes are seen as opportunities to learn and grow. Options for Restorative Practices include: <ul style="list-style-type: none"> • Restorative Chat • Impromptu Restorative Circle • Collaborative Problem Solving/Restorative Conference



	Restorative Circle <ul style="list-style-type: none"> • Restitution
Staff Conference	A staff member meets with a student to intentionally discuss the incident, allows for student input, informs the student of disciplinary steps, and reviews school expectations.
Student Support Plan	School staff will create student support plans as deemed appropriate including, but not limited to: <ul style="list-style-type: none"> • Behavior Plans • Safety Plans • Communication Plans
Detention	School staff supervise students during lunch or after school for a set period of time.

STUDENT DISCIPLINE (3241)

ABSENCES AND TARDINESS. A school district may not suspend or expel a student from school for absences or tardiness. [WAC 392-400-430](#)

LANGUAGE ASSISTANCE. The school district must ensure that notices and communications related to discipline procedure are in a language the student and parent/guardian understand, which may require language assistance for students and parents/guardians with limited-English proficiency under Title VI of the Civil Rights Act of 1964. [WAC 392-400-110](#)

SCHOOL MEALS. A school district may not administer any discipline in a manner that would result in the denial or delay of a nutritionally adequate meal to the student. [WAC 392-400-830](#).

EDUCATIONAL SERVICES. [WAC 392-400-610](#)

- A. A school district may not suspend the provision of educational services to a student in response to behavioral violations.
- B. During the suspension, expulsion, or emergency removal of a student, a school district must provide the student the opportunity to receive educational services. The educational services must enable the student to:
 - a. Continue to participate in the general education curriculum;
 - b. Meet the educational standards established within the district; and
 - c. Complete subject, grade-level, and graduation requirements.



- C. When providing a student the opportunity to receive educational services under this section, the school district must consider:
 - a. Meaningful input from the student, parents/guardians, and the student's teachers;
 - b. Whether the student's regular educational services include English language development services, special education, accommodations and related services under Section 504 of the Rehabilitation Act of 1973, or supplemental services designed to support the student's academic achievement; and
 - c. Access to any necessary technology, transportation, or resources the student needs to participate fully in the educational services.
- D. A school district may provide educational services to the student in an alternative setting or modify the suspension, emergency removal or expulsion on a case-by-case basis. An alternative setting should be comparable, equitable, and appropriate to the regular educational services a student would have received without the exclusionary discipline. Example alternative settings include alternative high schools, one-on-one tutoring, and online learning.

REENGAGEMENT MEETING. [WAC 392-400-710](#)

When a school district administers a long-term suspension or expulsion, our district must convene a reengagement meeting with the student and parents/guardians to discuss a plan to reengage the student. Before convening a reengagement meeting, a school district must communicate with the student and parents/guardians to schedule the meeting time and location. The reengagement meeting must occur:

- A. Within twenty (20) calendar days of the start of the student's long-term suspension or expulsion, but no later than five (5) calendar days before the student returns to school; or
- B. As soon as reasonably possible, if the student or parents/guardians request a prompt reengagement meeting.

REENGAGEMENT PLAN. [WAC 392-400-710](#)

The school district must collaborate with the student and parents/guardians to develop a culturally sensitive and culturally responsive reengagement plan tailored to the student's individual circumstances to support the student in successfully returning to school. In developing a reengagement plan, the school district must consider:

- A. The nature and circumstances of the incident that led to the student's suspension or expulsion;
- B. As appropriate, students' cultural histories and contexts, family cultural norms and values, community resources, and community and parent/guardian outreach;
- C. Shortening the length of time that the student is suspended or expelled;



- D. Providing academic and nonacademic supports that aid in the student's academic success and keep the student engaged and on track to graduate; and
- E. Supporting the student, parents/guardians, or school personnel in taking action to remedy the circumstances that resulted in the suspension or expulsion and preventing similar circumstances from recurring.

References:

- [Bremerton Policy 3241](#)
- [Bremerton Procedure 3241](#)



2. Student Safety, Security, and Privacy

This section of the handbook includes information on policies and procedures that are in place to protect the safety, security and privacy of all students.

2.1 School bus expectations

Expectations	Waiting for the Bus	Exiting/Entering	Riding the Bus
Safe	<ul style="list-style-type: none">• Stand back until bus is stopped• Stay in the designated area• Keep hands to yourself	<ul style="list-style-type: none">• Wait for bus to be 100% stopped before standing up• Keep legs out of the aisle	<ul style="list-style-type: none">• Keep hands to yourself• Stay behind your shield• Stay seated
Respectful	<ul style="list-style-type: none">• Keep hands to yourself• Treat others as you want to be treated	<ul style="list-style-type: none">• Respect personal space• Gather all things before exiting• Greet the driver and other students	<ul style="list-style-type: none">• Respect school and other people's property• Speak softly• Respect personal boundaries
Responsible	<ul style="list-style-type: none">• Be at your stop 5 minutes before the scheduled time• Report bullying	<ul style="list-style-type: none">• Wait to cross on driver's signal• Once seated, stay seated• Keep possessions to yourself	<ul style="list-style-type: none">• Stay seated• Keep jokes and conversations appropriate
Kind	<ul style="list-style-type: none">• Talk nicely to each other• Wait in line to board bus	<ul style="list-style-type: none">• Wait your turn to board• Be kind to each other/ help each other• Respecting others' "personal" space	<ul style="list-style-type: none">• Use kind words• Pay attention only to ones-self



Use of electronic devices on the bus

The usage of electronic devices (including but not limited to: mp3 players, radios, handheld electronic games, cellular phones, or other electronic devices) by students while on the bus is permitted. However, use of these devices is subject to the following restrictions:

1. Students may use one (1) earbud to listen to these devices to be able to hear/respond to the driver.
2. Students shall not use the “record” function on these devices at any time.
3. If, at the discretion of the bus driver, the usage of these devices creates a nuisance or any other hazard with regards to the safety of the bus, this usage provision may be revoked.
4. Students are expected to be responsible for their devices at all times.



School bus stop safety

1. Students should arrive at the bus stop at least five minutes before the bus is scheduled to arrive. Visit the bus stop and show your child where to wait for the bus: at least three giant steps (six feet) away from the curb. Remind your child that the bus stop is not a place to run or play.
2. When the school bus arrives, students should wait until the bus comes to a complete stop, the door opens, and the driver says it's okay before approaching the bus door. Students should use the handrails to avoid falling.
3. Use caution around the bus: Students should never walk behind a school bus. If a student must cross the street in front of the bus, they should walk on a sidewalk or along the side of the street to a place at least five giant steps (10 feet) in front of the bus before crossing.
4. Students should also make eye contact with the bus driver before crossing to make sure the driver can see him/her. If a student drops something near the school bus, like a ball or book, the safest thing to do is to tell the bus driver right away. Students should not try to pick up the item, because the driver might not be able to see him/her.

More information about Transportation can be found on our [District website](#), or you can contact:



- Dispatch: Michele Siler at 360-473-0514 Michele.Siler@bremertonschools.org or melodee.hughes@bremertonschools.org
- Office Coordinator Susan Fenwick at 360-473-0507 or Susan.Fenwick@bremertonschools.org
- Director of Transportation and Student Safety, Marco DiCicco at 360-473-0508 or Marco.DiCicco@bremertonschools.org

2.2 Closed campus: students must remain on campus

Students are expected to remain on each assigned campus from the time they arrive in the morning until they depart at the end of the regular school day unless official permission to leave the school grounds has been obtained from the school's office.

Reference

- [Policy 3242](#)

2.3 Discrimination and sexual harassment

Discrimination

The Bremerton 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, gender identity, disability, or the use of a trained dog guide or service animal and provides equal access to the Boy Scouts and other designated youth groups. The following employee(s) has been designated to handle questions and complaints of alleged discrimination:

- Title IX/[RCW 28A.640](#) Officer and ADA Coordinator, Garth Steedman, at 360.473.1031, email garth.steedman@bremertonschools.org
- Section 504 Coordinator, Mark Mayfield, at 360.473.4706, email mark.mayfield@bremertonschools.org.
- Mailing address: 134 Marion Avenue North, Bremerton, WA 98312.

You can report discrimination and discriminatory harassment to any school staff member or to the district's Civil Rights Coordinator, listed above. You also have the right to file a complaint (see below). For a copy of your district's nondiscrimination policy and procedure ([3210](#), [3210P](#), [5010](#) & [5010P](#)), contact your school or district office or view it online here: bremertonschools.org

Sexual Harassment

Students and staff are protected against sexual harassment by anyone in any school program or activity, including on the school campus, on the school bus, or off-campus during a school-sponsored activity.



Sexual harassment is unwelcome behavior or communication that is sexual in nature when:

- A student or employee is led to believe that he or she must submit to unwelcome sexual conduct or communications in order to gain something in return, such as a grade, a promotion, a place on a sports team, or any educational or employment decision, or
- The conduct substantially interferes with a student's educational performance, or creates an intimidating or hostile educational or employment environment.

Examples of sexual harassment:

- pressuring a person for sexual favors
- unwelcome touching of a sexual nature
- writing graffiti of a sexual nature
- distributing sexually explicit texts, e-mails, or pictures
- making sexual jokes, rumors, or suggestive remarks
- physical violence, including rape and sexual assault

You can report sexual harassment to any school staff member or to the district's Title IX Officer, who is listed above. You also have the right to file a complaint (see below). For a copy of your district's sexual harassment policy and procedure ([3205](#), [3205P](#), [5011](#) & [5011P](#)), contact your school or district office, or view it online here: bremertonschools.org

Complaint Options for Discrimination and Sexual Harassment

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. Before filing a complaint, you can discuss your concerns with your child's principal or with the school district's Section 504 Coordinator, Title IX Officer, or Civil Rights Coordinator, who are listed above. This is often the fastest way to resolve your concerns.

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 our district should take to resolve the problem. Send your written complaint—by mail, fax, email, or hand delivery—to our district superintendent or civil rights compliance coordinator.

Step 2: School District Investigates Your Complaint



- Once our 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, our 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, our district will include a summary of the results of the investigation, a determination of whether or not our district failed to comply with civil rights laws, notification that you can appeal this determination, and any measures necessary to bring our 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.

Step 4: 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 our 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).

Step 5: 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) our 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 | Fax: 360-664-2967 Mail or hand deliver: PO Box 47200, 600 Washington St. S.E., Olympia, WA 98504-7200
- For more information, visit <https://ospi.k12.wa.us/policy-funding/equity-and-civil-rights/complaints-and-concerns-about-discri>



[mination](#), 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.

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 | www.ed.gov/ocr
- Washington State Human Rights Commission
1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

Reference

- In reference to students
 - [Policy 3205](#)
 - [Procedure 3205P](#)
- In reference to district staff
 - [Policy 5011](#)
 - [Procedure 5011P](#)

2.4 Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) ([20 U.S.C. § 1232g](#); [34 CFR Part 99](#)) is a Federal law that protects the privacy of student education records. The law applies to all schools that receive funds under an applicable program of the U.S. Department of Education. FERPA gives parents/guardians certain rights with respect to their children's education records. These rights transfer to the student when he or she reaches the age of 18 or attends a school beyond the high school level. Students to whom the rights have transferred are "eligible students."

Parents/guardians or eligible students have the right to inspect and review the student's education records maintained by the school. Schools are not required to provide copies of records unless, for reasons such as great distance, it is impossible for parents/guardians or eligible students to review the records. Schools may charge a fee for copies.

Parents/guardians or eligible students have the right to request that a school correct records which they believe to be inaccurate or misleading. If the school decides not to amend the record, the parent/guardian or eligible student then has the right to a formal hearing. After the hearing, if the school still decides not to amend the record, the parent/guardian or eligible student has the right to place a statement with the record setting forth his or her view about the contested information.

Generally, schools must have written permission from the parent/guardian or eligible student in order to release any information from a student's education record. However, FERPA allows schools to disclose



those records, without consent, to the following parties or under the following conditions ([34 CFR § 99.31](#)):

- School officials with legitimate educational interest;
- Other schools to which a student is transferring;
- Specified officials for audit or evaluation purposes;
- Appropriate parties in connection with financial aid to a student;
- Organizations conducting certain studies for or on behalf of the school;
- Accrediting organizations;
- To comply with a judicial order or lawfully issued subpoena;
- Appropriate officials in cases of health and safety emergencies; and
- State and local authorities, within a juvenile justice system, pursuant to specific State law.

Schools may disclose, without consent, “directory” information such as a student’s name, address, telephone number, date and place of birth, honors and awards, and dates of attendance. A parent/guardian is given the opportunity to opt-out of the release of directory information each year during the Annual Back-to-school Check-in process or ABCs in Skyward (formerly known as the Annual Demographic Update). The opt-out form is also available anytime on our [District website](#).

For additional information, you may call 1-800-USA-LEARN (1-800-872-5327) (voice). Individuals who use TDD may use the Federal Relay Service. Or you may contact: Family Policy Compliance Office U.S. Department of Education 400 Maryland Avenue, SW Washington, D.C. 20202-8520.

Requests for public records must be submitted through the [District’s online portal](#). Questions can be directed to Patty Glaser at 360-473-1003 or patty.glaser@bremertonschools.org.

2.5 Harassment, intimidation, and bullying (HIB)

The Bremerton 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. It is everyone’s right to work, study, and learn in a respectful environment. Our District is committed to a safe and civil educational environment for all students, employees, parents/legal guardians, volunteers and patrons that is free from harassment, intimidation, bullying or retaliation.

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 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, gender, sexual orientation, including gender expression or identity, mental or physical disability, or other distinguishing characteristics.

As is defined in legislation, harassment, intimidation, bullying, or retaliation is prohibited and will not be tolerated by students or employees of the Bremerton School District. "Harassment, intimidation or bullying" means any intentionally written message or image, verbal or physical act, including but not limited to one shown to be motivated by any characteristic in [RCW 28A.640.010](#) and [28A.642.010](#) other distinguishing characteristics, when an act:

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

Nothing in this section requires the affected student to actually possess a characteristic that is a basis for the harassment, intimidation, bullying, or retaliation. "Other distinguishing characteristics" can include but are not limited to: physical appearance, clothing or other apparel, socioeconomic status and weight.

"Intentional acts" refers to the individual's choice to engage in the act rather than the ultimate impact of the action(s).

Harassment refers to any malicious act, which causes harm to any person's physical or mental well-being. It can be discriminatory harassment, malicious harassment, or sexual harassment.

Intimidation refers to implied or overt threats of physical violence.

Bullying refers to unwanted aggressive behavior(s) by another youth or group of youths that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated. Bullying may inflict harm or distress on the targeted youth including physical, psychological, social, or educational harm. Bullying can also occur through technology and is called electronic bullying or cyberbullying.

Conduct that may rise to the level of harassment, intimidation, or bullying may take many forms, including, but not limited to: slurs, rumors, jokes, innuendoes, demeaning comments, drawings, cartoons, pranks, ostracism, physical attacks or threats, gestures, or acts relating to an individual or group whether electronic, written, oral, or physically transmitted messages or images. There is no requirement that the targeted student actually possess the characteristic that is the basis for the harassment, intimidation, or bullying.

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 recurrence. Information on how to report harassment, intimidation, or bullying can be found on the [District website](#). If you have any questions or concerns about the policy or procedures, please contact our District Compliance Officer, Patty Glaser, Supervisor of School Safety & Support. You can email patty.glaser@bremertonschools.org or call 360-473-1003.

Reference

- [Policy 3207](#)
- [Procedure 3207P](#)
- [Reporting Form 3207F](#)

2.6 Restraint, isolation, and reasonable force

It is the policy of the Bremerton School District Board of Directors that our District maintains a safe learning environment while treating all students with dignity and respect. All students in the District, including those with an Individualized Education Program (IEP), or plan developed under Section 504 of the Rehabilitation Act of 1973, will remain free from the unreasonable restraint, restraint devices, isolation and other uses of physical force. Under no circumstances will these techniques be used as a method of discipline.

Use of restraint, isolation and other forms of reasonable force may be used when necessary to prevent or minimize imminent bodily injury to self or others. Restraint and other uses of physical force may be used to protect district property if de-escalation interventions have failed or are inappropriate.

Use of restraint, isolation, and other forms of reasonable force may be used on any student when reasonably necessary to control spontaneous behavior that poses an “imminent likelihood of serious harm” as defined by [RCW 70.96B.010](#) and explained in the procedure accompanying this policy. Serious harm includes physical harm to self, another, or district property. Staff will closely monitor such actions to prevent harm to the student and will use the minimum amount of restraint and isolation appropriate to protect the safety of students and staff. The restraint, isolation, and other forms of reasonable force will be discontinued when the likelihood of serious harm has dissipated. If the parent/guardian and our District determine that a student with an IEP or 504 plan requires advanced educational planning, the parent/guardian and our District may develop emergency response protocols to be used in the case of emergencies that pose an imminent likelihood of serious harm.

Reference

- [Policy 3246](#)
- [Policy 3247](#)
- [Procedure 3247P](#)



2.7 Student privacy and searches

At certain ages, students attain the right to decide for themselves what records will remain confidential, even from their parents/guardians, and in what activities the student will participate. At age eighteen, students become legal adults and must approve any disclosure of information about themselves from student records, except directory information if a request for confidentiality has not been filed. Students age eighteen may also sign releases, authorizations or permission slips to participate in school activities and may sign themselves out of school and authorize their own absences. Students between sixteen and eighteen who have been granted legal emancipation from their parents or guardians have the same rights as eighteen year old students. Students over fourteen years of age have the right to keep private from everyone any District records indicating that they have been tested or treated for a sexually transmitted disease. Students thirteen years and older have confidentiality rights in records regarding drug, alcohol or mental health treatment. All students have confidentiality rights in family planning or abortion records.

Personal privacy is a fundamental aspect of individual liberty. All students possess the constitutional right to be secure in their persons, papers and effects against unreasonable searches and seizures. Staff shall take particular care to respect student's privacy. School officials have authority to maintain order and discipline in the schools and to protect students from exposure to illegal drugs, weapons and contraband. The Superintendent, principal and other staff designated by the Superintendent shall have the authority to conduct reasonable searches on school property as provided by Board policy.

Prior to conducting a search, school officials shall ask that the student consent to be searched by removing all items from pockets or other personal effects. If the student refuses to consent to the search, school officials may proceed to search the student, the student's personal belongings and the student's locker, as follows:

1. Any search of a student conducted by a District employee must be reasonably related to the discovery of contraband or other evidence of a student's violation of the law or school rules. For the purpose of this policy, "contraband" means items, materials or substances the possession of which is prohibited by law or District policy, including but not limited to, controlled substances, alcoholic beverages, tobacco products or any object that can reasonably be considered a firearm or a dangerous weapon.
2. Staff shall conduct searches in a manner which is not excessively intrusive in light of the age and sex of the student and the nature of the suspected infraction. No student shall be subject to a strip search or body cavity search by school staff.

Locker searches

Students may be assigned lockers for storing and securing their books, school supplies and personal effects. Lockers, desks and storage areas are the property of the District. No right nor expectation of



privacy exists for any student as to the use of any locker issued or assigned to a student by the school and such lockers and other spaces are subject to search in accordance with District policy.

No student may use a locker, desk or storage area as a depository for any substance or object which is prohibited by law or school rules or which poses a threat to the health, safety or welfare of the occupants of the school building or the building itself.

Any student's locker, desk or other storage area shall be subject to search if reasonable grounds exist to suspect that the search will yield evidence of the student's violation of the law or school rules. Any search of an individual student's locker shall be conducted according to Board policy governing personal searches. All student lockers may be searched at any time without prior notice and without reasonable suspicion that the search will yield evidence of any particular student's violation of the law or school rules. If the school official conducting such a search develops a reasonable suspicion that any container inside the locker, including but not limited to a purse, backpack, gym bag or an article of clothing, contains evidence of a student's violation of the law or school rules, the container may be searched according to Board policy governing personal searches.

Reference

- [Policy 3230](#)
- [Procedure 3230P](#)





3. Student Health and Wellbeing

3.1 Child custody

Any updated court documents related to child custody need to be provided to the student's school annually.

Reference

- [Policy 3126](#)

3.2 Immunizations

Immediately upon enrollment in the District, the student's parent/guardian must provide proof of immunization status with a Certificate of Immunization Status (CIS), approved by the Washington Department of Health (DOH). The CIS will be a part of the student's permanent record.

For current immunization requirements in the state of Washington, please visit the [Washington State Department of Health website](#).

Reference

- [Policy 3413](#)
- [Procedures 3413P](#)
- [Policy 3410](#)

3.3 Medication at school

Under normal circumstances prescribed oral medication and oral over the counter medication should be dispensed before and/or after school hours under supervision of the parent or guardian. If it is essential for a child to take oral medication during school hours and the parent/guardian cannot be at school to administer the medication, the parent/guardian must submit a written authorization accompanied by written instructions from a licensed health professional.

Self-Administration of Medications

Students with asthma or anaphylaxis are afforded the opportunity to self-administer prescribed medications. The student's parent or guardian will submit a written request and other documentation required by the school. The student's prescribing health care provider must provide a written treatment plan.

Protocols for medication at school are posted on the [District website](#).



Reference

- [Policy 3416](#)
- [Procedure 3416P](#)
- [Policy 3419](#)

3.4 Vision and hearing screenings

Washington State law ([WAC 246-760](#)) requires schools to conduct auditory and visual screenings of children each year. All students in kindergarten through third grade, fifth and seventh grade are screened. If your child is not scheduled to be screened this year, you may request a screening if you have concerns by contacting your child's teacher or emailing Debra.Hyre@bremertonschools.org including your child's name, school, grade level and teacher.

Parents who DO NOT want their child screened for either vision and/or hearing will need to send a letter to their child's school each year indicating their child is to be excluded. Please contact the Health Services office at 360-473-1073 if you have any questions. Additional information regarding the vision and hearing screening process is available [here](#).

3.5 When to keep your student home from school

If your child is sick, please keep your child home from school and notify your child's school that your student is ill. If your student's symptoms are related to a chronic condition, contact the school and follow school policies for chronic condition management. Please contact your health care provider immediately about serious illness, including any fever of 100.4°F or higher.

Chronic illnesses: If your student's symptoms are related to a chronic condition, contact the school and follow school policies for chronic condition management. To help protect all students, please notify the school if your child is diagnosed with any of these diseases:

- | | |
|--------------------|--------------------------------|
| • Chickenpox | • Pertussis |
| • COVID-19 | • Rubella |
| • Diphtheria | • Salmonella |
| • E. coli diarrhea | • Scabies |
| • Hepatitis | • Shigellosis |
| • Measles | • Tuberculosis |
| • Mumps | • Another disease as requested |

The school will protect your private information as required by law [RCW 70.02](#), Washington's Health Care Information Access and Disclosure Act.



Health Guidance for Going to School

Showing up to school every day is critical for children's well-being, engagement and learning.

Make sure to send children to school if they are:

- Generally healthy and well.
- Participating in usual day-to-day activities.
- Children can even go to school if they:
 - Have a mild cold, which may include a runny nose and/or cough.
 - Have eye drainage without fever, eye pain or eyelid redness.
 - Have a mild stomachache.
 - Have a mild rash with no other symptoms.
 - Have head lice. Though they are annoying and should be treated, lice are not a reason to exclude a child from school.
 - Haven't had a fever overnight and they have not taken fever-reducing medicine during that time.

Avoid keeping children at home unless they are too sick to participate. Please see the back of this handout for details. Note that in most situations, a health-care provider's note is not needed to return.

Children may also avoid school due to anxiety (symptoms may include decreased appetite, feeling tired, stomachache, headache etc). If you are worried that your child may be suffering from anxiety, talk with your teacher, the school nurse, social worker or other school staff to discuss the challenge and identify what can help your child stay in school.

If your child has a compromised immune system or is at high risk for complications from common illnesses, please talk to your school (school nurse if available) about developing a plan with you and your child's health-care provider to keep your child healthy and safe while attending school.

Please note: This document is not meant to take the place of local health department/school district guidance including about contagious illnesses such as Covid-19 and the flu.





Reasons to keep me home from school and what needs to happen before I can return

What is my symptom?	When should I stay home and when to seek medical care?	When can I return to school?
Fever	I have a fever of 100.4°F (38°C) or higher. Seek medical care if I have fever and any of the following: ear pain, sore throat, rash, stomachache, headache or tooth pain.	If I have not had a fever overnight without the use of fever-reducing medication and I am feeling better.
Vomiting and/or diarrhea	If I have vomited 2 or more times in the last 24 hours. If my stool is watery and I may not make it to the toilet in time. Seek medical care if I have stomach cramping and fever, I have bloody or black stool, or I am showing signs of dehydration (tired and sleepy, dry mouth and not urinating at least once in the last 8 hours).	If I did not vomit overnight and I am able to drink liquids without throwing up. If my diarrhea has improved.
Persistent cough or trouble breathing	Seek medical care if I have a persistent cough, difficulty breathing or trouble catching my breath or if I develop a fever with the cough. These symptoms may be signs of Covid-19 or flu and should be evaluated by a health-care provider.	Once I am feeling better and I have been cleared for return by my health-care provider. If my symptoms were due to asthma, please make sure that I have permission to use breathing medication at school.
Rash	Seek medical care if the rash has blisters, is draining, is painful, looks like bruises and/or if I develop a fever.	Rash has healed or I have been cleared for return by my health-care provider.
Eye irritation	Seek medical care if I have eye swelling, eye pain, trouble seeing or an eye injury.	Once I am feeling better.
Sore throat	Seek medical care if I have drooling, trouble swallowing or a fever and/or rash.	Once I am feeling better. If I was prescribed an antibiotic by my health-care provider, then I can return 12 hours after the first dose, if I am without fever and I am feeling better.

If you don't know whether to send your child to school or have specific concerns regarding your child's health, contact your child's health-care provider, a local urgent care or the school nurse.





3.6 Section 504

As a parent/guardian of a Bremerton Public School student, did you know:

- All students are protected under Section 504 of the Rehabilitation Act of 1973. This is a Civil Rights statute that prohibits discrimination against students with disabilities.
- This is a different program from Special Education. Students qualifying for Special Education services do not need to be assessed for coverage under Section 504.
- Section 504 protects any student who has a mental or physical impairment that substantially limits one or more major life activities including walking, learning, breathing, seeing, hearing, learning, concentrating, etc.
- Mental impairments include ADHD, anxiety, depression or physical impairments including asthma, cystic fibrosis, anaphylaxis, diabetes mellitus, as well as other chronic physical or mental illnesses that may impact a student's ability to carry out major life functions.
- Parents/guardians and students are encouraged to be a part of the planning process once a student has been evaluated and is eligible for a Section 504 plan.
- If you have a concern about your student's possible eligibility for Section 504 or about accommodations presently being provided under a Section 504 plan, please contact the District's 504 Coordinator Mark Mayfield at Mark.Mayfield@BremertonSchools.org or 360-473-4702 for a Section 504 evaluation or reevaluation.

3.7 Suicide Prevention

Suicide is a serious public health problem that can have long-lasting effects on individuals, families, and communities. The good news is that suicide is preventable. Preventing suicide requires strategies at [all levels of society](#). This includes prevention and protective strategies for individuals, families, and communities. Everyone can help prevent suicide by learning the [warning signs](#), promoting prevention and resilience, and a committing to social change.

Students and/or parents/guardians should contact their school counselor to provide support and identify the resources available throughout the school district.

Reference

- [2145](#)
- [2145P](#)

Additional resources include information from [Centers for Disease Control and Prevention](#).



4. Student Support

4.1 Child Find and special education services

The Individuals with Disabilities Education Act requires all school districts to identify, locate and evaluate all children with disabilities, regardless of the severity of their disabilities. The Bremerton School District conducts regular activities through the Child Find program to identify children with disabilities, aged birth through 21 years of age. A disability may present a delay in learning, speech or language, motor skills, or social and emotional abilities.

- For children ages 3–5: If you think your preschool child may have a significant delay in communication, motor, social and/or problem-solving skills, please contact the Special Education department at 360-473-1008.
- For children ages 5-12: If you live within the Bremerton School District boundaries and are concerned that your child may have a disability, please contact your home school or the Special Education department at 360-473-1008.

More information is available on the [District website](#).

4.2 Multilingual Language Learners

The English Language Learner program provides a continuum of services to individuals who are learning English. At each building we have a certificated Multi-Lingual (ML) Specialist designated as the ML Coordinator.

Every student that registers in Bremerton School District must fill out a Home Language Survey. If a student answers “a language other than English” to question #2 or to question #3 on the Home Language Survey, they are identified as possibly qualifying for ML services. An ML staff member will administer the English language screener assessment to the student within their first 10 days of attendance. Based on their scores, parents/guardians will be notified if the student qualifies for ML services and the student will be entered into BSD’s ML program.

More information is available on the [District website](#).

4.3 Highly Capable Program

The Bremerton School District is committed to serving the needs of all students. Students who qualify for the highly capable program may be served in their home school, in a self-contained elementary program, or by participating in Honors, Advanced Placement (AP) courses, or select college in the school courses in



the secondary schools. Teachers design lessons to add depth and complexity to the curriculum to keep our highly capable students working on the outer edges of their abilities. Evaluations are administered between January and April each year by a designated school psychologist who schedules a battery of cognitive and academic tests to determine eligibility.

Students must qualify in at least one academic area and on an assessment of cognitive abilities. Following the assessment process, a multi-selection committee will review the information to determine who is eligible for the program. Students who qualify will be invited to join the self-contained program at the elementary level or work with their child's school to develop a student learning plan. If a student transfers to the Bremerton School District with a highly capable label from a previous school district, that student's records will be reviewed by the multi-selection committee to determine eligibility in the Bremerton School District.

More information is available on the [District website](#).

4.4 McKinney-Vento: students experiencing homelessness

Any child or youth, including migrant and unaccompanied youth, who lacks a fixed, regular and adequate nighttime residence is considered homeless and McKinney-Vento eligible for assistance and services. This includes children and youth who are temporarily sharing housing with others due to loss of housing or economic hardship, those living in hotels, camp grounds, emergency shelters, cars, bus or train stations.

To the extent practical and as required by law, our District will work with students experiencing homelessness students and their families to provide them with equal access to the same free, appropriate education (including public preschool education) provided to all students. Special attention will be given to ensuring the identification, enrollment and attendance of students experiencing homelessness students not currently attending school, as well as mitigating education barriers to their academic success, for example providing transportation to and from school. Additionally, our District will take reasonable steps to ensure that students experiencing homelessness are not stigmatized or segregated in a separate school or in a separate program within a school on the basis of their homeless status.

Students experiencing homelessness will be provided District services for which they are eligible, including Head Start and comparable preschool programs, Title I, similar state programs, special education, multilingual learner support services, vocational and technical education programs, gifted and talented programs, and school nutrition programs.

For more information, visit our [District website](#) or call 360-473-1077 if you need assistance.



4.5 Translation Services

If you need support communicating in another language, we have on-call interpreting services available. For more information, please contact your school or the State & Federal Programs Office at 360-473-1077 or Julie.Fairall@bremertonschools.org.





5. Required Annual Notifications

5.1 Annual ABC Process

At the beginning of each school year, parents/guardians must complete the “ABC” process – or **A**nnual **B**ack-to-School **C**heck-in process – for each student enrolled in the Bremerton School District. This process must be completed for all students in our district – including both previously enrolled as well as newly registered students.

5.2 Asbestos notification

The EPA requires the Bremerton School District to notify the school community that asbestos building materials are present in some buildings. Our District has taken steps to provide for the safety of students, staff, and parents/guardians related to such materials. Asbestos building materials are safe when they are maintained in a stable condition. For more information, contact the Facilities Department at 360-473-0506.

5.3 Assessments

The Bremerton School District participates in federal and state mandated assessments. Information about the District’s assessment plan is available on our [District website](#).

Learn more about assessments on the Office of Superintendent of Public Instruction [website](#).

Reference

- Title 1 / [\[ESSA Section 1112\(e\)\(2\)\(B\)\(C\)\]](#)

5.4 Citizen complaints

A citizen complaint is a written statement that alleges a violation of a federal rule, law or regulation or state regulation.

Anyone can file a citizen complaint. There is no special form, and you do not need to know the law that governs a federal program to file a complaint.

Information about submitting complaints can be found:

- On the [Office of Superintendent of Public Instruction website](#)



Citizen complaints – Federal Programs: The following federal programs are part of the citizen complaint process:

- Complaints that Allege Discrimination – Equity and Civil Rights
- Title Programs
- Title I, A Programs and services for struggling learners
- Title I, C Migrant Education
- Title I, D Institutional Education
- Title I, G Advanced Placement
- Title II, A Teacher & Principal Quality
- Title III Limited English Proficient & Immigrant Students — Language Instruction
- Title IV, B 21st Century Community Learning Centers
- Title VI, Rural Education Achievement Program
- Title VII, Indian, Native Hawaiian, Alaska Native Education

Citizen complaints against a school district, educational service district (ESD), Office of the Superintendent of Public Instruction (OSPI) or other school service provider: **Please visit**

<https://ospi.k12.wa.us/sites/default/files/2023-08/handoutcitizencomplaintschoolistrictesdsgrantee.pdf> for printable handouts that outline the five-step process for filing a citizen complaint.

For questions and additional resources, visit

<https://ospi.k12.wa.us/about-ospi/contact-us/how-file-complaint>. If you have specific questions or need assistance, please contact the Bremerton School District at 360-473-1061.

Reference

- [Chapter 392-168 WAC](#) Special Services Programs – Citizen Complaint Procedures for Certain Categorical Federal Programs.

5.5 Grading and progress reports

At the beginning of each term or semester, each teacher shall specify in writing the student learning goals or standards for course/content area. If participation is used as the basis of mastery of a goal or standard, a student's grades may be adversely affected provided on that day there was a graded participation activity. If the teacher does not so advise students in writing, the teacher may not use attendance and participation in the grading process. Individual students who feel that an unjust application of attendance or tardiness factors has been made may follow the appeal process for resolving the differences.

Reference

- [Policy 2420](#)



- [Procedure 2420P](#)

5.6 Parent/guardian and family engagement policy

The board recognizes that parent/guardians and family engagement helps students participating in Title I programs achieve academic standards. To promote parent/guardian and family engagement, the board has adopted [policy 4130](#) which describes how our district will involve parents/guardians and family members of Title I students in developing and implementing the district's Title I programs.

A hard copy of the policy is available by calling 360-473-1077 or emailing Kathrine.Trammell@BremertonSchools.org.

More information on the Learning Assistance Program (LAP) and Title 1 can be found [here](#).

Reference

- [Policy 4130](#)
- Reference: Title 1 Every Student Succeeds Act / [\[ESSA Section 1116 \(2\)\(b\)\]](#)

5.7 Protection of Pupil Rights Amendment (PPRA)

The Protection of Pupil Rights Amendment (PPRA) applies to the programs and activities of a state education agency (SEA), local education agency (LEA), or other recipient of funds under any program funded by the U.S. Department of Education. It governs the administration to students of a survey, analysis, or evaluation that concerns one or more of the following eight protected areas:

- political affiliations or beliefs of the student or the student's parent/guardian;
- mental or psychological problems of the student or the student's family;
- sex behavior or attitudes;
- illegal, anti-social, self-incriminating, or demeaning behavior;
- critical appraisals of other individuals with whom respondents have close family relationships;
- legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
- religious practices, affiliations, or beliefs of the student or student's parent/guardian; or
- income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

PPRA also concerns marketing surveys and other areas of student privacy, parental access to information, and the administration of certain physical examinations to minors. The rights under PPRA transfer from the parents/guardians to a student who is 18 years old or an emancipated minor under state law. Learn more [here](#).



5.8 School performance reports

OSPI produces a school performance report (or “report card”) for each school in our District with the following information:

- School performance information & data
- District graduation rates
- Teacher qualifications
- Spending per student
- Frequently Asked Questions (FAQ)
- Data on Kindergarten Readiness (WaKIDS)
- Discipline rates
- Scores, trends, and participation rates for the Washington School Improvement Framework (WSIF)

The report card summary with a link to the full report on the OSPI website is included on each school’s website, under the “About Us” section. You can also view your child’s school report card on the OSPI website. Paper copies are also available by contacting 360-473-1077.

5.9 State and local assessments

The Bremerton School District participates in federal and state mandated assessments. For information on assessments, please visit the [District’s assessment webpage](#).

Reference

- Title 1 Every Student Succeeds Act / [\[ESSA Section 1112\(e\)\(2\)\(B\)\(C\)\]](#)

5.10 Teacher qualifications

Parents/guardians of each student may request information on the professional qualifications of their child’s teacher at any time. General teacher information is provided in each school’s Annual Performance Report on each school’s website. For individual teacher qualifications, please contact the Human Resources Office at 360-473-1021.

The Bremerton School District will notify parents/guardians if a child has been assigned, or taught for four or more consecutive weeks by a teacher with limited State certification or licensure requirements at the grade level and subject area in which the teacher has been assigned.

Reference:

- Title 1 Every Student Succeeds Act / [\[ESSA Section 1112\(e\)\(1\)\(B\)\(ii\)\]](#)



5.11 Ombuds Services

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

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





6. Appendices

Appendix A: District and School Contacts

Elementary Schools	Principal	Address	Phone	Email / Website
Armin Jahr	Ralph Wisner	800 Dibb Street, Bremerton, WA 98310	360-473-4100	Ralph.Wisner@BremertonSchools.org BremertonSchools.org/ArminJahr
Crownhill	Sam Cameron	1500 Rocky Point Road, Bremerton, WA 98312	360-473-4200	Samuel.Cameron@BremertonSchools.org BremertonSchools.org/Crownhill
Kitsap Lake	Carly Takata	1111 Carr Blvd, Bremerton, WA 98312	360-473-4300	Carly.Takata@BremertonSchools.org BremertonSchools.org/KitsapLake
Naval Avenue	Kimberly Powell	900 Olympic Avenue, Bremerton, WA 98337	360 473-4400	Kimberly.Powell@BremertonSchools.org BremertonSchools.org/NavalAve
View Ridge Elementary Arts Academy	Korene Calderwood	3250 Spruce Ave, Bremerton, WA 98310	360-473-4500	Korene.Calderwood@BremertonSchools.org BremertonSchools.org/ViewRidge
West Hills STEM Academy	Teneka Morley-Short	520 National Avenue S, Bremerton, WA 98312	360-473-4600	Teneka.Morley@BremertonSchools.org BremertonSchools.org/WestHills
Secondary Schools	Principal	Address	Phone	Website
Mountain View Middle School	Carre Potis	2400 Perry Avenue, Bremerton, WA 98310	360-473-0600	Carre.Potis@BremertonSchools.org BremertonSchools.org/MountainView
Bremerton High School	Ryan Nickels	1500 13th Street, Bremerton, WA 98337	360-473-0800	Ryan.Nickels@BremertonSchools.org BremertonSchools.org/BHS
Renaissance High School	Mark Mayfield	3400 1st Street, Bremerton, WA 98312	360-473-4700	Mark.Mayfield@BremertonSchools.org BremertonSchools.org/RHS
West Sound Technical Skills Center	Shani Watkins	101 National Avenue N, Bremerton, WA 98312	360-473-0550	Shani.Watkins@BremertonSchools.org westsoundtech.org/



Washington Youth Challenge Academy	Jim Cappechi	1207 Carver St, Bremerton, WA 98312	360-473-2609	James.Capecchi@bremertonschools.org mil.wa.gov/contact
District Office		Address	Phone	Website
		134 Marion Ave N, Bremerton, WA 98312	360-473-1000	Staff emails: First.Last@BremertonSchools.org BremertonSchools.org



Appendix B: Select District Policies and Procedures

[All district policies and procedures can be found here.](#)

Policy Number - Policy Name	Policy Number - Policy Name
2022 - Access to Electronic Information Resources	3143 - District Notification of Juvenile Offenders
2022P - Procedure: Use of Personal Electronic Devices	3144 - Release of Information Concerning Student Sexual and Kidnapping Offenders
3110 - Admission and Qualifications of Attendance	3205 - Sexual Harassment of Students Prohibited
3110P and 3110F - Procedure and Form: Early Entrance Qualifications	3205P - Procedure: Sexual Harassment of Students Prohibited
3112 - Social Emotional Climate	3207 - Prohibition of Harassment, Intimidation, Bullying and Retaliation
3112P - Procedure: Social Emotional Climate	3207P and 3207F HIB Incident Reporting Form - Procedure: Prohibition of Harassment, Intimidation, or Bullying
3114 - Part-Time, Home-Based or Off-Campus Students	3210 - Nondiscrimination
3115 - Students Experiencing Homelessness: Enrollment Rights and Services	3210P - Procedure: Nondiscrimination
3115P - Procedure: Students Experiencing Homelessness: Enrollment Rights and Services	3211 - Gender-Inclusive Schools
3116 - Students in Out of Home Care	3211P - Procedure: Gender-Inclusive Schools
3116P - Procedure: Students in Out of Home Care	3220 - Freedom of Expression
3120 - Enrollment	3220P - Procedure: Freedom of Expression
3120P - Procedure: Enrollment and Attendance Records	3223 - Freedom to Assembly
3121 - Compulsory Attendance	3224 - Student Dress
3122 - Excused and Unexcused Absences	3224P - Procedure: Student Dress



3122P - Procedure: Excused and Unexcused Absences	3225 - School-Based Threat Assessment
3123 - Withdrawal Prior to Graduation	3225P - Procedure: School Based Threat Assessment
3124 - Removal or Release of Student During School Hours	3230 - Searches of Students and Student Privacy
3124P - Procedure: Removal or Release of Student During School Hours	
3140 - Release of Resident Students	3230P - Procedure: Searches of Students and Their Property
3231 - Student Records	
3231P - Procedure: Student Records	3510 - Associated Student Bodies (ASB)
3232 - Parent/Guardian and Student Rights in Administration of Surveys, Analysis or Evaluations	3510P - Procedure: Associated Student Bodies (ASB)
3240 - Student Conduct Expectations and Reasonable Sanctions	3520 - Student Fees, Fines, or Charges
3240P - Procedure: Student Conduct Expectations and Reasonable Sanctions	3520P - Procedure: Student Fees, Fines, or Charges
3243 - Student Driving	3530 - Student Fundraising Activities
3243P - Procedure: Student Driving	3530P - Procedure: Fundraising Activities involving Students
3410 - Student Health	3540 - Co-curricular Participation



Appendix C: Summary of handbook updates & edits

Section	Date updated	Summary of changes