

Bremerton High School  
Student / Parent Handbook  
2018-2019



**“Safety, Responsibility and Respect are the Knight  
Way”**

**1500 – 13<sup>th</sup> Street  
Bremerton, WA 98337  
Phone: (360) 473-0800  
Fax: (360) 473-0820**

**NON-DISCRIMINATION DISCLOSURE**

The Bremerton School District complies with all federal and state rules and regulations and does not discriminate on the basis of sex, race, creed, religion, color, national origin, age, honorably discharged veteran or military status, sexual orientation including gender expression or identity, the presence of any sensory, mental, or physical disability, or the use of a trained dog guide or service animal by a person with a disability in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This holds true for all students who are interested in participation in educational programs and/or extra-curricular school activities. Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/RCW 28A.640 Officer and ADA Coordinator, Garth Steedman, at 360.473.1026, email [garth.steedman@bremertonschools.org](mailto:garth.steedman@bremertonschools.org), or the Section 504 Coordinator, Mike Sellers, at 360.473.4100, email [michael.sellers@bremertonschools.org](mailto:michael.sellers@bremertonschools.org). Mailing address: 134 Marion Avenue North, Bremerton, WA 98312.

## Table of Contents

<b>Principal's Message</b>	<b>7</b>
<b>Associated Student Body Preamble</b>	<b>8</b>
<b>OUR BOARD OF DIRECTORS</b>	<b>9</b>
<b>MISSION STATEMENT</b>	<b>10</b>
<b>Who's Who at Bremerton High School</b>	<b>11</b>
Teaching Staff - This area is subject to change.	12
Support Staff	14
ASB & Class Officers	15
<b>2017-2018 BREMERTON SCHOOL DISTRICT CALENDAR</b>	<b>16</b>
<b>Daily Bell Schedules / WST Transportation</b>	<b>17</b>
<b>GENERAL INFORMATION</b>	<b>18</b>
<b>ACCIDENTS</b>	<b>18</b>
<b>ADMINISTRATIVE OFFICE / BUSINESS HOURS</b>	<b>18</b>
<b>ANNOUNCEMENTS / DAILY BULLETIN</b>	<b>18</b>
<b>ATTENDANCE/TARDY POLICY</b>	<b>18</b>
<b>ATTENDANCE NOTIFICATION PROCEDURES</b>	<b>18</b>
<b>ASSOCIATED STUDENT BODY (A.S.B.)</b>	<b>19</b>
<b>BOOSTER SHOT REQUIREMENT</b>	<b>19</b>
<b>CAFETERIA/BREAKFAST/LUNCH</b>	<b>19</b>
<b>CAMERAS</b>	<b>19</b>
<b>CAMPUS POLICY</b>	<b>19</b>
<b>CHANGE OF ADDRESS/PHONE NUMBER PROCEDURES</b>	<b>19</b>
<b>CLASS STANDING</b>	<b>19</b>
<b>COURSE CHALLENGE</b>	<b>19</b>
<b>COURSE WAIVER REQUESTS</b>	<b>20</b>
<b>CREDIT FOR COMPETENCY-PROFICIENCY</b>	<b>20</b>

<b>DETENTION</b>	<b>20</b>
<b>DRESS CODE</b>	<b>20</b>
<b>DRUG/ALCOHOL INTERVENTION</b>	<b>21</b>
<b>EIGHTEEN (18) YEAR OLD STUDENTS</b>	<b>21</b>
<b>ELECTRONIC DEVICES OR OTHER RECREATIONAL ITEMS</b>	<b>21</b>
<b>ELECTRONIC INFORMATION SYSTEMS</b>	<b>22</b>
<b>ACCEPTABLE USE POLICY</b>	<b>22</b>
<b>EMERGENCY INFORMATION</b>	<b>22</b>
<b>FEES &amp; FINES</b>	<b>24</b>
<b>HALL PASSES</b>	<b>24</b>
<b>HALLWAY BEHAVIOR</b>	<b>25</b>
<b>HOMEWORK WHEN HOME ILL</b>	<b>25</b>
<b>ILLNESSES/INJURIES/MEDICATIONS</b>	<b>25</b>
<b>IN-SCHOOL SUSPENSIONS (I.S.S.)</b>	<b>25</b>
<b>INTERNET USE / TECHNOLOGY</b>	<b>25</b>
<b>KNIGHT ACADEMY</b>	<b>26</b>
<b>KNIGHTS CATERING</b>	<b>26</b>
<b>KNIGHT SKILLS</b>	<b>26</b>
<b>LASER DEVICES</b>	<b>26</b>
<b>LIBRARY/MEDIA CENTER</b>	<b>26</b>
<b>LOCKERS</b>	<b>26</b>
<b>LOST &amp; FOUND</b>	<b>27</b>
<b>McKINNEY VENTO ACT</b>	<b>27</b>
<b>PARENTAL ACCESS TO STUDENT RECORDS (FERPA)</b>	<b>27</b>
<b>PARENTAL/COMMUNITY INVOLVEMENT</b>	<b>28</b>
<b>PARKING</b>	<b>29</b>

<b>PERSONAL PROPERTY (NON-EDUCATIONAL POSSESSIONS)</b>	<b>30</b>
<b>PHONE SERVICE</b>	<b>30</b>
<b>RESTRICTED AREAS</b>	<b>30</b>
<b>SCHOOL SEARCH, SEIZURE, AND STUDENT IDENTIFICATION POLICIES</b>	<b>30</b>
<b>SKATEBOARDS AND ROLLERBLADES</b>	<b>31</b>
<b>STEREO USE</b>	<b>31</b>
<b>STUDENT COUNCIL</b>	<b>31</b>
<b>STUDENT DIRECTORY INFORMATION (Release of)</b>	<b>32</b>
<b>SUBSTITUTE TEACHERS</b>	<b>32</b>
<b>SUPPORT FOR PREGNANT &amp; PARENTING STUDENTS</b>	<b>32</b>
<b>TELEPHONE USE / MESSAGES</b>	<b>33</b>
<b>VISITORS / GUESTS</b>	<b>33</b>
<b>ACADEMIC INFORMATION(SEE THE KNIGHT PLANNING GUIDE FOR DETAILED INFORMATION)</b>	<b>34</b>
<b>COUNSELORS</b>	<b>34</b>
<b>COLLEGE &amp; CAREER CENTER</b>	<b>34</b>
<b>GRADUATION REQUIREMENTS</b>	<b>35</b>
<b>GRADUATION REQUIREMENTS BY DEPARTMENT</b>	<b>35</b>
<b>FINAL EXAMS</b>	<b>35</b>
<b>HOMEWORK – GRADES K-12</b>	<b>35</b>
<b>(BREMERTON SCHOOL BOARD POLICY 2420P)</b>	<b>35</b>
<b>HOME INSTRUCTION</b>	<b>35</b>
<b>HONORS AT COMMENCEMENT (CLASS RANKING)</b>	<b>35</b>
<b>KNIGHT SCHOLAR</b>	<b>36</b>
<b>PHYSICAL EDUCATION WAIVER GUIDELINES</b>	<b>36</b>

<b>RUNNING START</b>	<b>36</b>
<b>SPECIAL EDUCATION</b>	<b>37</b>
<b>TEXTBOOKS</b>	<b>37</b>
<b>ACTIVITIES &amp; ATHLETICS</b>	<b>38</b>
<b>ASB CARDS</b>	<b>38</b>
<b>ASSEMBLIES</b>	<b>38</b>
<b>DANCE POLICY</b>	<b>38</b>
<b>NATIONAL HONOR SOCIETY (NHS) and NATIONAL JUNIOR HONOR SOCIETY (NJHS)</b>	<b>38</b>
<b>ATHLETICS &amp; ACTIVITIES CODE</b>	<b>39</b>
<b>ATHLETICS &amp; ACTIVITIES</b>	<b>39</b>
<b>ACADEMIC ELIGIBILITY</b>	<b>40</b>
<b>ATHLETIC DRESS CODE</b>	<b>40</b>
<b>ATTENDANCE</b>	<b>40</b>
<b>CRIMINAL OFFENSES</b>	<b>41</b>
<b>APPEAL PROCEDURE</b>	<b>41</b>
<b>USE OF TOBACCO</b>	<b>41</b>
<b>USE/POSSESSION OF ILLEGAL DRUGS/ALCOHOL/VAPING/VAPE DEVICES</b>	<b>41</b>
<b>SPORTSMANSHIP</b>	<b>42</b>
<b>BREMERTON HIGH SCHOOL FIGHT SONG</b>	<b>42</b>
<b>TRANSPORTATION</b>	<b>42</b>
<b>SENIOR INFORMATION</b>	<b>43</b>
<b>BEHAVIOR</b>	<b>43</b>
<b>CREDITS REQUIRED</b>	<b>43</b>
<b>CREDIT RECOVERY ALTERNATIVES</b>	<b>43</b>

<b>STUDENTS RIGHTS AND RESPONSIBILITIES</b>	<b>44</b>
<b>STUDENT DUE PROCESS PROCEDURES</b>	<b>50</b>
<b>GRIEVANCE, HEARING, AND APPEAL</b>	<b>50</b>
<b>APPENDICES</b>	<b>53</b>
<b>APPENDIX A – PROCEDURE PROHIBITION OF HARRASSMENT, INTIMIDATION, AND BULLYING</b>	<b>53</b>
<b>APPENDIX B – H.I.B. INCIDENT REPORTING FORM</b>	<b>61</b>
<b>APPENDIX C - TRUANCY</b>	<b>63</b>
<b>APPENDIX D - DANGEROUS WEAPONS ON SCHOOL FACILITIES/PROPERTY:</b>	<b>64</b>
<b>APPENDIX E – HOMEWORK COMPACT</b>	<b>65</b>
<b>APPENDIX G – BSD STANDARDS BASED GRADING &amp; REPORTING POLICY 2420P</b>	<b>67</b>
<b>APPENDIX H – BSD NONDISCRIMINATION AND SEXUAL HARRASSMENT POLICY</b>	<b>69</b>
<b>BSD POLICY 3205P – SEXUAL HARRASSMENT OF STUDENTS PROHIBITED</b>	<b>71</b>
<b>Discipline Infractions and Minimum Consequences</b>	<b>78</b>
<b>PARENT/GUARDIAN AND STUDENT ACKNOWLEDGEMENT</b>	<b>79</b>

## Principal's Message

Our core beliefs drive everything we do at Bremerton High School. The vision and goals of BHS are captured and fostered by the collective wisdom and work of students, parents/community, and staff.

### THIS WE BELIEVE...

#### STAFF

- We will foster academic excellence through our core program and promote the exploration of our rich elective program.
- Our teaching and learning approach will allow students to develop their academic skills while engaging in a variety of creative and interesting areas of study.
- We will value, foster, and encourage the art of creativity, as it is a skill in constant demand in our global business environment.
- Each student is unique, and recognizing that, we will base educational programs upon methods of developing and utilizing this uniqueness.
- Productive disequilibrium will not only be accepted, but expected in our classrooms. It is through the not knowing process that the greatest learning can and will emerge.
- As a Professional Learning Community we are committed to focusing on student learning, working collaboratively, and accountability for results through continuous, authentic assessment.

#### STUDENTS

- Every student has the potential to achieve high levels of academic learning and achievement.
- Every student will engage in school activities to stay connected and involved.
- Students will respect themselves and one another, appreciate individual differences, and encourage one another to reach their potential.
- Young people learn best in environments that are physically and emotionally safe. We will provide a school atmosphere that ensures safety in all aspects of school life.
- Each student has at least one adult who knows and cares for that individual and who supports that student's academic and personal development.
- Students help to create avenues of success that travel through the school culture and traditions.
- Student leadership and service learning are strong tenants of our Associated Student Body.

#### PARENTS and COMMUNITY MEMBERS

- High school is a time of increased independence and responsibility on the part of the students, but the supportive role of parents is just as important as it has always been. We will encourage and promote parental involvement in our school.
- A strong and active partnership with the school through community businesses, organizations and groups is needed and vital.
- Our school recognizes and supports families and community members as participants in school programs by encouraging their roles in supporting learning and honoring them as essential volunteers.
- Our strong parent and community relationships help to support the intellectual, ethical, and social growth of our students.

## **Associated Student Body Preamble**

WE, the students of Bremerton High School, in order to form a more respectful student body in our pluralistic high school, will strive to treat each other with dignity and respect without prejudice or discrimination. Our school's code of conduct strives to eliminate statements or actions between students that would be offensive, based on racial, religious, ethnic, or other moral reasons. WE are further committed to resolving conflict between ourselves through open communication and mediation before taking more aggressive action. WE endorse and support a smoke-free and drug-free environment. WE make these convictions based upon the welfare and creation of a positive school climate for all students and patrons who visit our school.



## OUR BOARD OF DIRECTORS

The Bremerton School Board of Directors is made up of five citizens who are elected from within the school district's boundaries. They serve four-year terms and are responsible for approving policies, curriculum, and the District's budget. The Board holds meetings on most 1st and 3rd Thursdays at 5:00 pm in our District Administration Building Board Room, located at 134 Marion Avenue N. Meeting agendas and minutes are available at our website [www.bremertonschools.org](http://www.bremertonschools.org). Questions? Call 360.473.1004.

**J. Dave Rubie**

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**SUPERINTENDENT**

**Dr. Aaron Leavell**

Phone: 360-473-1004

**Email:** [aaron.leavell@bremertonschools.org](mailto:aaron.leavell@bremertonschools.org)

# MISSION STATEMENT

## *BREMERTON HIGH SCHOOL*

Strives to be a safe, caring environment  
where a collaborative faculty and staff  
is committed to supporting the academic achievement  
and personal growth of each student.

We strive to assist every student  
in connecting their current plan  
to their own future goals  
within a learning environment  
that engages each student  
and prepares them  
with the knowledge, skills, and attitude  
necessary for post-high school success.

## Who's Who at Bremerton High School

<b>Main Office</b>	360-473-0800
Principal	Monica Zuber
Assistant Principal	Jeff Streck
Assistant Principal/CTE Director	Ryan Nickels
Assistant Principal	Mark Mayfield
Dean of Students	Paul Theriault
Office Coordinator/Principal's Secretary	Marilyn McClelland
Assistant Principal's Secretary	Julie Aney/Katie Goheen/Brie Gruver
Clerical Assistant/ Receptionist	Brie Gruver
<b>Career &amp; Technical Education Office</b>	360-473-0954
Career Center Specialist	Katie Goheen
<b>Athletics/Activities Office</b>	360-473-0905
Athletic Director	Casey Lindberg
Activities Coordinator	Paul Theriault
Athletics/Activities Secretary	Donna Maib
<b>Attendance Office</b>	360-473-0813
Attendance Secretary	Teresa Heffner
<b>Registrar's Office</b>	360-473-0812
Registrar	Valerie Kennedy
<b>Counseling Center</b>	360-473-0830
School-to-Career/College Counselor	Chris Swanson
Counselors	Cynthia Kapsch, Melanie Fleites, Lisa LeSueur, Darence Shine
Counseling Secretary	Erin Abbott
Counseling Clerical Assistant/Receptionist	Kristin Page
Psychologist	Mike McCoy
Substance Abuse Interventionist	TBD

All staff members at BHS can be reached by email using the following rule:  
firstname.lastname@bremertonschools.org

**Teaching Staff – This area is subject to change.**

Pam Abbott	Language Arts
Kelli Andrews	Science
Jeff Barton	Science
Octavio Bojorquez	Educational Resource Specialist
YNC(SS) Mario Booth	NJROTC
Leann Bryan	Science
Laura Callender	Language Arts
Shawn Campbell	Science
Lisa Casey	Language Arts
Mike Chase	Health and Fitness
Scott Demianiw	Social Studies
Craig Divis	Social Studies
Elise Erickson	French
Briana Faxon	AVID/Science
Alejandro Fleites	Spanish
Kathleen Flood	Educational Resource Specialist
Nate Gillam	Math
Lisa Gordon	AVID/Drawbridge
Blake Greisinger	S.T.E.M.
Alicia Grosso	Drama/Theatre/Stage
Nancy Harris	Educational Resource Specialist
Elizabeth Hartness-Reese	Educational Resource Specialist
Veda Hernandez-Langford	Language Arts
Jessica Hoesch	Educational Resource Specialist
Miranda Hogue	AVID/Language Arts
Deann Irish	Credit Recovery/Financial Lit
Sarah Ishii	Educational Resource Specialist
Ruth Jones	Educational Resource Specialist
Mitchell Judie	Math
Angela Justice	Social Studies
Max Karler	Instrumental Music
Patty Krisher	Language Arts
Keith Langholff	Science
Julie LaRue	Math
Casey Lindberg	Social Studies
LCDR David Malnar	NJROTC
Ricky Mathiasen	Shield
Jessica McBride	Science
Cindy McClain	Media Specialist
Darcy McKnight	Online Credit Recovery (Grad Point)
Wendy McPhetres	Vocal Music
Renae Metcalf	Social Studies

Jay Montgomery  
Kyle Moore  
Marty Neyman  
Carmen Nickels  
Jeff Nielsen  
Emmalee Nold  
Susan Parker  
Grace Raiford  
Greg Raymond  
Jaclyn Renner  
Terry Riders  
Michelle Schmick  
Gregg Scott  
Christy Slater  
Elizabeth Smith  
Sandra Stansbery  
Elaine Stanton  
Janice Wagner  
Candice Ward  
Bryan Webb  
Scott Webb  
Kelly Welsh  
Emily Wise  
Kathryn Yanuszeski  
Leah Zimmer

Photography/TV Productions  
Math/Online Options  
Health and Fitness  
Spanish/Online Options  
Math  
Health and Fitness  
American Sign Language  
Language Arts  
Social Studies  
Math  
Educational Resource Specialist  
Educational Resource Specialist  
Graphic Art/Yearbook  
Language Arts  
Science  
Science  
Shield  
Commercial Art  
Family & Consumer Science  
Computer Technology  
Social Studies  
ELL/Drawbridge  
AVID/Science  
Sports Medicine  
Literacy Math

## **Support Staff**

Tiffany Backstrom  
Stevie Boardman  
Jennifer Chamberlin  
Karen Davies  
Robert Ells  
Carolyn Flack  
Carla Foster  
Phillip Galbraith  
Tammy Gregory  
Don Kielley  
Beth Mateikat  
Marilyn Pacopac  
Greg Reese  
Marsha Riders  
Aki Roche  
Deborah Sanchez  
Roberta Spayd  
Jason Vogt

Library Para-Educator  
Para-Educator  
Drawbridge Clerical Assistant  
Para-Educator  
Campus Security  
Nurse  
Para-Educator  
Para-Educator  
Para-Educator  
Campus Security  
Para-Educator  
Para-Educator  
Para-Educator  
Para-Educator  
Para-Educator  
Para-Educator  
PAC Technical Director

## ASB & Class Officers

Advisor  
President  
Vice President  
Secretary  
Treasurer  
Student Council Chair  
Student Faculty Rep  
Interhigh Representative  
School Board Representative

Grace Raiford  
Miaoxing Pan & Joash Smith  
Joshua Aguirre  
Lissa Joiner  
Isaac Cuevas-Lopez  
Jeriah Smith  
Lucy Holloway  
Krizelle Dizon  
Isabella Meyer

### **Seniors—Class of 2018**

Advisor  
President  
Vice-President..  
Secretary  
Treasurer  
Student/Council Representative  
Student/Faculty Representative

Kathryn Yanuszeski  
Mackenzie Greer  
Phyllisity Zinter  
Jessica Linkmyer  
Lily Gelhaus  
Kaleb Peterson  
Haley Michaelson

### **Juniors—Class of 2019**

Advisor  
President  
Vice-President  
Secretary  
Treasurer  
Student/Council Representative

Jeff Barton  
Angel Galinato  
Jordan Panganoran  
Brianna Heriford  
Nick Nelson  
Andrea Wiren

### **Sophomores—Class of 2020**

Advisor  
President  
Vice President  
Secretary  
Treasurer  
Student Council Rep

Lisa LeSueur  
Valencia Tang  
Seneca Logan  
Cammi Liu  
Matthew Quall  
Francisco Dojenia

### **Freshmen—Class of 2021**

Advisor  
President  
Vice-President  
Secretary  
Treasurer

Lisa LeSueur  
Halee Peterson  
Kamari Joiner  
Ryan DeCicco  
Marli Stodden

# 2018-2019 BREMERTON SCHOOL DISTRICT CALENDAR

## August (3)

Mon	Tue	Wed	Thu	Fri
		1	2	3
6	7	8	9	10
13	14	15	16	17



## 2018-2019 Academic Calendar

All Wednesdays will be 1 hour 55 minute early release

## February (18)

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	SNOW



## Daily Bell Schedules / WST Transportation

MONDAY/TUESDAY/THURSDAY/FRIDAY SCHEDULE		
1st PERIOD		7:20 – 8:10
2nd PERIOD		8:15 – 9:05
3rd PERIOD		9:10 – 10:00
1st LUNCH	LUNCH	10:00 – 10:30
	4th PERIOD	10:35 – 11:25
2nd LUNCH	4th PERIOD	10:05 – 10:55
	LUNCH	10:55 – 11:25
5th PERIOD		11:30 – 12:20
KNIGHT SKILLS	BULLETIN	12:25 – 12:30
	Knight Skills/IST/SST	12:30 – 1:05
6th PERIOD		1:10 – 2:00

WEDNESDAY SCHEDULE		
1st PERIOD		7:20 – 7:57
2nd PERIOD		8:02 – 8:39
3rd PERIOD		8:44 – 9:21
1st LUNCH	LUNCH	9:21 – 9:51
	4th PERIOD	9:56 – 10:33
2nd LUNCH	4th PERIOD	9:26 – 10:03
	LUNCH	10:03 – 10:33
5th PERIOD	BULLETIN	10:38 – 10:46
	INSTRUCTION	10:46 – 11:23
6th PERIOD		11:28 – 12:05

### West Sound Tech Transportation

	M, T, Th, F	Wed Only
<b>PM Session</b>	<b>11:10 – 1:40</b>	<b>10:30 – 1:40</b>
PM BHS Pickup to WST	10:45	10:10
PM Drop off at WST	10:50	10:15
PM WST Pickup to BHS	1:45	n/a
PM Drop off at BHS	1:55 – 2:00	n/a
PM WST Pickup to Home	n/a	1:40

# *General Information*

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## **ACCIDENTS**

When an accident occurs, it must be reported immediately to the teacher or staff member in charge, who will then report it to the office and any other necessary authorities within 24 hours. Proper medical referrals are made when necessary. First-Aid kits are located in the office, physical education department, and appropriate labs and shops.

## **ADMINISTRATIVE OFFICE / BUSINESS HOURS**

The office at BHS is open from 6:45AM to 3:30PM every day school is in session. Visitors are required to check in at the main office. The Principal, Assistant Principals, Dean of Students and Athletic Secretary offices are located in the main office. The hallways are closed at 3:00pm and are not accessible to students unless under the direct supervision of a teacher or advisor.

## **ANNOUNCEMENTS / DAILY BULLETIN**

BHS uses the intercoms, daily written bulletins, outside reader board, and daily announcements to impart information. Parents and community members may sign up to receive BHS emails, the daily bulletin, and district E-News by signing up on the BHS website.

The bulletin is posted daily and broadcast live on BKAT Channel 12/3 at 8:10am.

Students also may display approved signs and posters for special events. The high school is considered a limited open forum for public postings. There are approved bulletin boards for public postings such as music lessons, items for sale, workers needed, etc... The halls (including lockers) and classrooms are not available for public postings.

## **ATTENDANCE/TARDY POLICY**

The Bremerton School District Board of Directors recognizes classroom attendance as absolutely essential to academic performance and achievement. The educational process requires a continuity of instruction, active classroom participation, and meaningful learning experiences, which support the need for daily attendance and is the basis for the compulsory attendance regulation. **If an absence is not cleared (within 48 hours of their return to school) by a note or phone call (360) 473-0813, the absence will be considered truancy and school discipline will be applied.** In addition, students must check out with the office if they are leaving campus with parent permission prior to the end of the school day. Students will not be granted permission to leave early without approval of parent/guardian by phone or verifiable note. Failure to follow proper checkout procedures will result in disciplinary action. Students will be given 5 minutes passing time between each class. If a student arrives to class after the tardy bell rings, they will be assigned lunch detention which must be served the next Monday, Wednesday or Friday. Students will be allowed to eat lunch during the last 15 minutes of the lunch period.

## **ATTENDANCE NOTIFICATION PROCEDURES**

Automated calls are sent to student homes anytime an absence occurs without an excuse. When a student has missed 5/10 days of instruction, Bremerton High School will notify the home in

writing. Students who are absent for 20 or more consecutive days, will be withdrawn from school. Students must notify the Attendance Office, their teachers, etc., of planned absences. Prearranged absences must be supported with documentation.

### **ASSOCIATED STUDENT BODY (A.S.B.)**

The Associated Student Body (A.S.B.) is comprised of all Bremerton High School students. Student Council includes all elected officers of classes, ASB officers and representatives elected from Knight Skills classes.

### **BOOSTER SHOT REQUIREMENT**

WAC 9246-100-166 states: Students 17 years of age need a booster dose of tetanus/diphtheria vaccine.

### **CAFETERIA/BREAKFAST/LUNCH**

The cafeteria offers an advertised daily lunch and a la carte offerings. Students receiving free/reduced lunches will receive breakfast at no charge. Eating and drinking shall be done within the confines of the cafeteria and commons or approved areas. Free/reduced meal applications are available in the Main Office and cafeteria. Applications are completed annually at the school the student is enrolled in. Lunches can be paid for online through Family Access.

### **CAMERAS**

Bremerton High School is equipped with security cameras throughout the school. These cameras are intended to help provide a safe environment for students and staff at our school.

### **CAMPUS POLICY**

Bremerton High School is a closed campus for all students, regardless of their age. Students are required to remain on campus from the time of arrival until departure at the end of the school day. Failure to remain on school grounds while school is in session is considered truancy. Students are not allowed on the Olympic College campus during Bremerton High School hours unless authorized (e.g., Running Start students, etc.). Student visitors are not allowed on campus during the school day. Adult visitors must check in at the Main Office upon arrival.

### **CHANGE OF ADDRESS/PHONE NUMBER PROCEDURES**

Students should contact the registrar as soon as possible if an address or telephone number change occurs during the school year at 360-473-0812.

### **COURSE CHALLENGE**

Students may make a written request to challenge a course via Credit by Examination within the first 15 days of a semester through their counselor. Students are limited to one (1) course challenge request per semester. Students may request to challenge a course in the following subject areas: English, Math, History, Social Science, and World Language.

## **COURSE WAIVER REQUESTS**

Course waiver request forms are available through the counseling office. Students need to meet with their counselor prior to submitting a waiver request. In some cases the request needs to be part of the High School and Beyond Plan.

## **CREDIT FOR COMPETENCY - PROFICIENCY**

Students interested in earning credit for competency-proficiency will meet with their counselor to begin the process. Counselors will notify the department chair of the course that the student is attempting to gain credit through competency-proficiency. The department chair will facilitate the appropriate procedure. For performance based courses such as physical education, students will need to complete physical and written assessments.

## **DETENTION**

After-school detention starts at 2:05pm and is held on Monday, Tuesday, Thursday and Friday for 55 minutes. Wednesday school is also after-school detention, but starts at 12:00pm and ends at 2:00pm. Lunch detention is held on Monday, Wednesday and Friday during the first 15 minutes of the student's lunch period. Students serving lunch detention will be permitted to eat lunch after detention has been served.

## **DRESS CODE**

**The administration reserves the right to adjust the dress regulations as circumstances arise. Students are asked to wear clothing that is appropriate for the school or work setting. Some expectations are as follows:**

- Students should wear appropriate, non-distracting, clean clothing.
- Clothing depicting something lewd or illegal is unacceptable.
- All students must be easily identifiable by school personnel and cameras.
- Shoes and/or sandals must be worn.
- All clothing must completely cover the midriff and back, with no visible undergarments.
- Students must wear an appropriate shirt at all times. Examples of inappropriate shirts are: sleeveless undershirts, tube-tops, see-through tops, backless tops, strapless tops, low-cut tops, etc.
- All straps on tank tops worn as a primary garment must be two inches wide (three finger width). Spaghetti-strapped tank tops, halter tops, tube tops, and A-style shirts must be layered by another garment that covers the shoulders.
- Dresses, shorts and skirts must be worn no higher than 2 inches above the mid-thigh.
- Clothing that advertises or promotes alcohol, cigarettes, drugs, gangs, violence, or other inappropriate activity is not acceptable. [Bandannas or any other items that signifies gang attire will be defined by the current BSD guidelines. See policy 3224.]
- The following are not acceptable:

- o Clothing or jewelry promoting weapons, alcohol, tobacco, drugs, or obscene and vulgar (lewd or patently offensive) messages
  - o See-through garments (must be worn over another garment)
  - o Sunglasses, trench coats, hoods, and/or gloves are not to be worn indoors
  - o Gang related apparel of any kind (Bandannas or any item that signifies gang-related identifications). See policy 3224.
  - o Chains and spikes cannot be worn or carried at school
  - o Strapless shirts and dresses
- **Any article of clothing that may be deemed disruptive or inappropriate by the staff or administration will not be acceptable on campus.**

**Violation of the dress code will result in requiring the student to change to more appropriate attire (physical education clothes or school provided clothes). Refusal to comply will result in a day of suspension. Additional school consequences will be given to repeat offenders.**

### **DRUG/ALCOHOL INTERVENTION**

Bremerton High School has contracted with an outside agency to provide each high school with an Intervention Specialist. The counselor is at BHS as a resource for students, parents and faculty. The office is located in the Counseling Center.

### **EIGHTEEN (18) YEAR OLD STUDENTS**

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 (BSD Policy 3230).

### **ELECTRONIC DEVICES OR OTHER RECREATIONAL ITEMS**

Electronics **may** be used:

1. Before and after school;
2. During student scheduled lunch time;
3. During (5 min.) passing times (use inside classroom is determined by individual teacher);
4. In class/labs during instructional time if use is planned part of lesson or learning activity;
5. If/when directed by teacher/staff;

Electronics **may not** be used:

1. In classroom/lab areas during scheduled instructional time unless teacher directed.
2. In hallways, restrooms and/or other areas during scheduled instructional times.
3. During school organized assemblies.

Disciplinary consequences apply for a student who fails to comply with rules and/or a teacher/staff member's request for device. It is recommended that students leave all of their electronic devices at

home. BHS is not responsible for lost or stolen items and staff are not required to investigate the loss or theft of these items.

## **ELECTRONIC INFORMATION SYSTEMS ACCEPTABLE USE POLICY**

A detailed Acceptable Use Policy (AUP) is posted on the district’s Web site and in each building. Every student who uses District technology is responsible for being familiar with all parts of the AUP. The following is a summary only.

*System* is defined as “any equipment, software, and information that is part of the District network, K-20 network, or other non-connected equipment.” All rules regarding “public facilities” apply. All system accounts are to be used only by the authorized owner of the account for an authorized purpose. Account owners are ultimately responsible for all activity under their account. All use of the system must be in support of education and research. Prohibited activities include but are not limited to: malicious use of the system to develop programs that harass other users or gain unauthorized access to any computer or computing system and/or damage the components of a computer or computing system; hate mail, harassment, discriminatory remarks or other anti-social behaviors; use of the system to access, store or distribute inappropriate materials such as obscene, pornographic, or other anti-social materials.

The Bremerton School District reserves the right to review system use. All users waive any right to privacy, which they might otherwise have. The District reserves the right to remove any user account to prevent further unauthorized activity. Any violation of the AUP may result in disciplinary action up to and including expulsion of student.

## **EMERGENCY INFORMATION**

By October 1 or thereafter, all students must have on file in the Main Office a current photograph and completed emergency card signed by the parent/guardian.

### **EMERGENCY PROCEDURES:**

#### **EVACUATION (FIRE DRILLS - BOMB THREATS - EARTHQUAKE)**

Drills at regular intervals are required by law and are an important safety precaution. It is essential that when the first signal is given, everyone obeys orders promptly and clears the building by the prescribed route as quickly as possible. Students/teachers shall stand at least 50 feet away from the building until signaled to re-enter. Intentional pulling of a false fire alarm will result in police notification and criminal charges will be pursued by the school district.

During an earthquake, students should move under desks or tables and remain in the classroom until directed otherwise.

#### **LOCK DOWN**

In appropriate situations, BHS will implement a lock down procedure. Staff and students will be instructed on lockdown procedures. It is essential that procedures are followed promptly to ensure the safety of everyone in the school.

## **Student Safety Evacuation Reference Guide**

### **1. Fire Drill: After the Alarm Initiates**

- a. Listen to the teacher for instructions.
- b. Line up and evacuate the building in an orderly fashion.
- c. Walk with class to designated spot.
- d. Line up and stay with your class.
- e. Keep your eye on the teacher to make sure they see you. Teachers will be taking attendance.

\*Note: In the event of a fire alarm happening during passing periods, students need to evacuate the building, report to the teacher of the class prior to passing time.

### **2. Lockdown: After the Announcement is made**

- a. During passing, find the closest classroom or secure office.
- b. Listen to the teacher for instructions.
- c. Move away from doors and windows.
- d. Do not talk.
- e. Do not open doors to anyone except law enforcement only after they clearly identify themselves.
- f. When cleared by law enforcement, leave all bags in the building and evacuate with law enforcement.

\*Note: In the event of a real situation, any students who find themselves outside of the school, should move away from the building to a safe location (Church, Olympic College, public building) DO NOT go to a stranger's house.

### **3. Earthquake: During an earthquake or after announcement**

- a. Duck, cover and hold.
- b. Listen to the teacher for instructions. (If teacher is incapacitated then move to Step "c" and report the issue to a staff member as soon as possible).
- c. Evacuate the building the safest way possible after the earthquake or announcement.

\*Note: Be prepared to select alternative exits and direct classes to these exits in the event the designated route is blocked.

- d. Walk with other students to the designated location on the football field and report to your Knight Skill's teacher.
- e. Remain in place until Student/Parent Reunion Team clears you.

### **4. Shelter-in Place: After the Announcement is made**

- a. Listen to the teacher for instructions and assist teacher when needed.
- b. Move to close and lock classroom exterior windows and doors.
- c. Cover exterior doorframes and windows with tape and or plastic.

\*Note: Shelter in place is a short-term safety procedure that is intended to help protect staff and students by taking shelter inside the school if hazardous materials are released into the atmosphere.

**EMERGENCY SCHOOL CLOSURES:**

By 6:00 am, information about school closures, delays, and other emergencies will be available on the PSECS website and the **District’s News and Information Hotline 360-473-1002**. The following is a list of local media which will also report the District’s school closures and delays.

AM Stations		FM Stations		TV Stations	
KCIS 630 KIRO 710 KIXI 880	KOMO 1000 KYCW 1090 KLAY 1180 KITZ 1400	KPLU 88.5 KVTI 90.9 KLSY 92.5 KUBE 93.3 KMPS 94.1	KIRO 97.3 KAYO 99.3 KMTT 103.7 KCMS 105.3 KRWM 106.9	KOMO 4 KING 5 KONG 6/16	KIRO 7 KCPQ 13

**FEES & FINES**

Bremerton High School tries to limit fees as much as possible. Please see below for a list of possible fees. Please note that all fees are non-refundable and subject to change.

**Elective Class Fees**

- Photography - \$20 per semester
- Pottery - \$15 per semester
- Sports Medicine CPR Cards - \$7
- Choir Uniforms – Varies depending on the class
- Band Uniforms – Varies depending on the class
- AP Testing – fees vary

**Other Miscellaneous Fees**

- ASB Cards - \$40
- Student Parking – without ASB \$15 / with ASB \$10
- Sports Uniform costs – varies depending on sport (will turn into a fine if not paid)

**Possible Fines**

- Any lost or damaged library book, textbook, calculator, flash drive or other library item
- Uniforms not returned (sports, music, NJROTC)

**HALL PASSES**

Students must have a visible school-designated hall pass with them at all times when they are released during the class period. Hall pass should specify location and time. Students are not permitted in hallways without a pass during class time or lunch. Violations may result in a disciplinary action.



## **HALLWAY BEHAVIOR**

Inappropriate hallway behavior includes: blocking the stairwell, excessive noise, horseplay, and offensive language. Excessive overt affection, including kissing, is not acceptable.

## **HOMEWORK WHEN HOME ILL**

If a student misses school, the office will make an effort to get homework assignments upon parental request. Students are encouraged to contact their teacher directly through classroom voicemail or e-mail. The office will try to get homework assignments; however, we cannot guarantee success in only one day. Contact 360-473-0813 for assistance with getting homework. Students are responsible for completing all work assigned during their absence.

## **ILLNESSES/INJURIES/MEDICATIONS**

Board Policy 3416 states: In the event of illness or injury, you must report directly to your classroom teacher or the Counseling Office. Bremerton High School is not authorized to administer medication. Students with conditions requiring medications to be dispersed at school should complete a medication release form obtained from the counseling secretary. For further information, contact the district health nurse at 473-1073.

If a student must be given medication at school, the following conditions **must be met**:

1. **All medication, including over-the-counter medications such as aspirin, Tylenol, Advil, cough syrup, or cough drops, etc., must be authorized by a physician.** Before school staff can allow your child to take **any type** of medication at school, a **Medication Authorization Form** signed by the parent/guardian **and** physician must be on file in the Counseling Office. These forms are available from the counseling secretary.
2. The medication must be in the original container with a label that includes:
  - o **Student's name**
  - o **Name of the medication**
  - o **Directions for administering the medication**

## **IN-SCHOOL SUSPENSIONS (I.S.S.)**

In-school suspension will be held on Tuesdays and Thursdays. Students assigned to I.S.S. will spend the entire school day in a designated classroom where they will be able to complete classwork and/or homework. Students will also be required to clean lunch tables during the I.S.S. lunch period.

## **INTERNET USE / TECHNOLOGY**

The use of computer workstation tools is a privilege that can be lost if not appropriately used. The use of games, posting, viewing, or sending inappropriate materials, or hardware sabotage are some of the actions that will result in disciplinary action.

Students will be permitted access to the Internet unless a form is on file that states it is the parent/guardian wishes that the student not access the Internet at school. Students shall keep passwords confidential from other students. Students who share passwords or use another person's

computer password shall be subject to disciplinary action and possible loss of computer/network privileges.

### **KNIGHT ACADEMY**

Knight Academy offers an opportunity for students to have access to resources and to receive academic assistance after school hours. Knight Academy is held in the Library/Media Center on Tuesday & Thursday from 2:00pm – 4:00pm and on Wednesday from 12:00pm – 2:00pm. Bus tokens may be available for students who attend Knight Academy for at least an hour on the specified day.

### **KNIGHTS CATERING**

Knights Catering is a program that is specifically designed to teach students with special needs vocational and transitional skills. They operate an espresso cart during student lunches and cater events held at BHS. The goal of the program is to prepare students for the transition into the 18-21 School to Work Program and to teach employability skills.

### **KNIGHT SKILLS**

Knight Skills classes meet Monday, Tuesday, Thursday and Friday for 35 minutes. Knight Skills includes curriculum to assist students with the Academic and Career Portfolio, Student-Led Conferences, Senior Presentation, academic skill development, goal setting and planning for the future using the Portfolio and Knight Binder. Knight Skills also includes time for Structured Study Time (SST), and specific interventions for individual or small groups of students.

### **LASER DEVICES**

Laser devices are considered dangerous material because of possible eye damage and the connotation of targeting a person or thing. Possession of a laser pen will result in an immediate disciplinary action and possible suspension from school and/or school-sponsored event. If the pen is directed toward another person, the person in possession may be charged with assault and may have criminal charges filed against him or her.

### **LIBRARY/MEDIA CENTER**

The library will remain open on most Mondays, Tuesdays, Thursday, and Fridays from 7:00am – 4:00pm and on Wednesdays from 7:00am – 2:00pm. Students must comply with established library regulations or their library privileges could be suspended.

### **LOCKERS**

Hallway and gym lockers are school property assigned to the student for use during the school year. Students may not switch lockers without the permission of the Principal, Assistant Principals, or Dean of Students. Lockers are the possession of the school and may be inspected without notice. Students are not to jam their lockers in a manner that the lock will not function. Tampering or modifying the lock or lock mechanism may be considered vandalism. Students should avoid placing stickers or other adhesive backed papers on the lockers. Students are responsible to leave lockers in the condition in which they were issued.

All PE and Weight Training students will be issued a lock and a locker. Students are required to use the locker and may not leave personal items unsecured in the locker room. Locker rooms are not secure and students should lock up all belongings. If students leave belongings unsecured in locker rooms, and the belongings are missing, the school is not obligated to investigate.

### **LOST & FOUND**

Lost & found will be located in the main office. Board policy 3436P states: After a fifteen (15) day period, or five (5) days after the end of the school year, unclaimed items may be returned to the finder or deposited at the Salvation Army, St. Vincent de Paul or other agencies involved in charitable activities.

### **McKINNEY VENTO ACT**

The McKinney-Vento Act addresses the issue of homeless children and youth and defines them as those who lack a fixed, regular, and adequate nighttime residence. This includes children and youth living in:

- Emergency or transitional shelters
- Motels, hotels, trailer parks, or camping grounds
- Shared housing due to loss of housing or economic hardship (doubled-up)
- Hospitals secondary to abandonment or awaiting foster care placement
- Cars, parks, public spaces, abandoned buildings, substandard housing, or similar situations
- Public or private places not ordinarily used as sleeping accommodations for human beings

The intent of this act is to ensure that homeless children and youth have equal access to the same free and appropriate public education as housed children. Those who are in any of the above situations should contact the Bremerton School District Office at 360-473-1000.

### **PARENTAL ACCESS TO STUDENT RECORDS (FERPA)**

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age (“eligible students”) certain rights with respect to the student's education records. They are:

1. The right to inspect and review the student's education records within 45 days of the day the District receives a request for access. Parents or eligible students should submit to the district records custodian a written request that identifies the record(s) they wish to inspect. The records custodian will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
2. The right to request the amendment of the student's education records that the parent or eligible student believes is inaccurate or misleading. Parents or eligible students may ask the district to amend a record that they believe is inaccurate or misleading. They should write the school principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the District decides not to amend the record as requested by the parent or eligible student, the District will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.

3. The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception which permits disclosure without consent is disclosure to school officials with legitimate educational interests. A school official is a person employed by the District as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit personnel); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task (such as an attorney, hearing officer, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibility.

Upon request, the District discloses educational records without consent to officials of another school district in which a student seeks or intends to enroll.

The right to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of FERPA. The name and address of the Office that administers FERPA is:

Family Policy Compliance Office  
U.S. Department of Education  
400 Maryland Avenue S.W.  
Washington, D.C. 20202-4605

State Law Qualification: Although FERPA allows 45 days to honor a request, the state policy records law requires an appropriate response to a "public records" request within five business days. RCW 42.17.320

NOTE: In addition, a school may want to include its directory information public notice, as required by section 99.37 of the regulations, with its annual notification or rights under FERPA.

## **PARENTAL/COMMUNITY INVOLVEMENT**

Parents are encouraged to participate in their student's education through some of the following options:

- Parent Volunteers are always welcomed at Bremerton High School. If you are interested in being a volunteer, please contact Teresa Heffner at 360-473-0813 or [teresa.heffner@bremertonschools.org](mailto:teresa.heffner@bremertonschools.org).
- Parent Teacher Student Association (PTSA)
  - Meeting dates for the 2017-18 school year (subject to change): 9/19, 10/17, 11/21, 1/16, 2/07, 3/20, 4/17, 5/15
  - Meetings held at 6:00pm in the BHS Career Center.
  - PTSA Board for 2017-2018: TBD
- Knights of Parade (KOP)
- Knights on Tour (KOT)
- Guiding Knights

- Bremerton Alumni Association
- Sports booster clubs
- GRAD night booster club
- Semancik booster club
- Skyward Family Access is a a web-based component of Skyward, our student database management system. This access enables parents to take an unprecedented and much more proactive role in their student's education. This access is secured by a unique username and password. With this system you will have access to the following information on your student(s):
  - **Student Demographic Information**—View general information and emergency contact information to make sure everything is up to date in our database records.
  - **Student Grade Book Information**—View students current grades, missing assignments, and teacher comments. We have encouraged our teachers to post grades as quickly as possible.
  - **Message Center**—view messages from your student's teachers to you and the ability to reply back on a one-to-one basis.
  - **Student Attendance**—view every absence or tardy recorded for the student in an easy to use calendar format.
  - **Student Schedules**—view the student's schedule as well as teacher and contact information for each class.
  - **Student Health Information**—view immunization records and other health related information on file about your student.
  - **Student Lunch Account** – view the student's lunch balance, and make deposits.
  - **How do I sign up for family access?** Our Registrar, Ms. Kennedy, will assist you in this process. For more information on signing up please contact Ms. Kennedy at 360-473-0812 or Valerie.kennedy@bremertonschools.org.

## PARKING

Students parking on campus must use designated parking areas. The lower lot is the designated senior lot after spaces for disabled persons and designated district workers. The upper lot is designated for all other grade levels. A valid parking sticker must be conspicuously displayed in the right side rear window. Students and parents must complete the Parking Authorization Form. Parking stickers may be obtained at the Finance Window in the Main Office. Parking stickers are \$10 w/ASB and \$15 w/o ASB. Students must show a valid driver's license and proof of insurance (RE: Board Policy 3243). Students driving recklessly, or otherwise violating school or safety rules may lose parking privileges or have their vehicles impounded at owner's expense. Students who park without a school parking permit will face disciplinary action. Students blocking other vehicles and vehicles parked in fire lanes are subject to towing at owner's expense. Student vehicles are to be locked and cannot be moved during the school day. West Sound Tech students may not drive

their vehicles from Bremerton High School unless granted permission by parent/guardian. Bus transportation will be provided. Students who drive to school assume all risk of vandalism, theft, and damage to their vehicles. Bremerton High School and the Bremerton School District are not liable for damage, theft, etc., to students' vehicles.

### **PERSONAL PROPERTY (NON-EDUCATIONAL POSSESSIONS)**

Bremerton School District is not responsible for items lost or stolen at school or on/at school activities. It is the student's responsibility to ensure that items of value, including musical instruments, are secured properly. If students bring personal items to school, they do so at their own risk. The school is not obligated to investigate lost or stolen personal items. The school is not responsible for reimbursement of any kind to students or their families. School lockers are to be locked and secured at all times. Tampering or modifying the lock or lock mechanism holds the student responsible for damage to the locker and may result in discipline.

Students are advised not to bring large amounts of money, radios, cell phones, cameras or other valuables to school. Students are also advised to secure their belongings in their lockers. If it is necessary to bring more money than needed to pay for lunch, leave it at the office for safekeeping. If valuables are taken from a secured locker, contact the office to make a written report. The school is not obligated to investigate theft when students leave belongings unsecured and/or without permission.

Graffiti/Tagging is not allowed on school items. Items may be confiscated, photographed or used in disciplinary action.

### **PHONE SERVICE**

A student phone is available for use near the main office.

### **RESTRICTED AREAS**

The following are considered restricted areas:

- Elevator
- Student and staff parking lots
- Near or around classes that are in session during the lunch break
- Faculty lounge/workroom
- Stadium, fields, tennis courts, and track during lunch; and the courtyard
- Unsupervised areas on or around campus.

### **SCHOOL SEARCH, SEIZURE, AND STUDENT IDENTIFICATION POLICIES**

Board Policy 3230 states, "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." School staff may also consult with law enforcement

### **SKATEBOARDS AND ROLLERBLADES**

Skateboards and rollerblades present a safety hazard. Skateboards may not be used on school property, and will be brought to the office if a student violates this policy and/or it becomes a nuisance. Skateboards may be stored in a student's locker (during the school day for off-campus purposes).

### **STEREO USE**

Open speaker stereos and sound amplification devices are prohibited on campus unless under the direction of a teacher during a class activity. Students must turn off car stereos when they drive onto campus. Personal stereo devices are subject to individual teacher approval. Students may not bring music with inappropriate content (language or pictures) to school.

### **STUDENT COUNCIL**

The Student Council has a highly active role. Its purpose is not to govern the students, but to serve as a meeting place between the student body and the administration, where the students can assume as much of the responsibility of organizing their high school activities, as they are able to handle. It is the place where the problems or questions arising from either the students or the administration can be presented for discussion and consideration.

The Student Council's principle purposes are as follows:

- To unify student activities under one control and promote the general activities of the school
- To promote the safety and positive climate of the school
- To aid in the internal administration of the school
- To teach the student the values of working in a democracy

Officers of the Student Council (ASB) are elected in school-wide balloting in the spring of each school year. Each Knight Skills class elects representatives to the council. The council holds regular meetings once per month.

## **STUDENT DIRECTORY INFORMATION (Release of)**

Board Policy 4040 states: Student directory information shall be released by the district unless a student's custodial parent/guardian requests in writing that such information not be released. At the beginning of each school year, parents shall be notified of their right to request that student directory information not be released.

## **SUBSTITUTE TEACHERS**

All Bremerton High School policies and procedures for student behavior and potential discipline consequences will apply with substitute teachers.

## **SUPPORT FOR PREGNANT & PARENTING STUDENTS**

Bremerton High School understands that pregnant & parenting students have unique needs and challenges. The following resources & supports are available to help pregnant & parenting students balance commitments to health care and child care with the academic commitment to school.

- **Bremerton High School Counselors**: Counselors are available to support pregnant & parenting students process emotions and explore school and community resources.
- **School Attendance**: Bremerton High School excuses absences related to pregnancy or pregnancy-related conditions and gives adequate time to make up assignments.
- **Bremerton High School Nurse**: A school nurse is available in the Bremerton High School Counseling Office to help pregnant & parenting students identify initial health concern and help facilitate referrals to local health care facilities for ongoing pregnancy and child health care.
- **Knight Academy**: Academic Tutoring is available every Tuesday & Thursday from 2-4pm and every Wednesday from 12-2pm in the library to help students receive help on homework.
- **Drawbridge**: Bremerton High School offers a contract based school program which is an option for students who are highly motivated to graduate from high school. The Drawbridge program allows students to earn high school credits with a non-traditional schedule.
- **Alternative Education Programs**: Bremerton School District offers additional alternative education programs such as Online Options and Renaissance High School which Bremerton High School counselors can help students explore to determine goodness of fit.
- **Additional Resources**:
  - Kitsap County Health District 360.337.5235
  - Kitsap Community Resources 360.377.0053
  - Fleet and Family Support Center (Military Families) 866.572.4341

Bremerton High School provides equal access to all school programs and courses, extracurricular activities and honors/awards for pregnant and parenting students.

## **TELEPHONE USE / MESSAGES**

Office telephones are for business use and not to be used by students except in emergency situations or with permission of the office staff. Classroom telephones may be used for local



non-social calls with permission of the teacher. Only messages from members of the immediate family will be delivered to students.

### **VISITORS / GUESTS**

No visitors are allowed during school hours unless they are parent(s) or guardian(s) of current students, or other adult guests approved by administration.

Visitors, guests, community members, potential community partner are welcome in the administrative office to check in and be identified. Prior calls to arrange a visit are appreciated to facilitate the most efficient visit and use of the guest's time. Visitors **MUST** check in at the main office and receive a visitor's pass, which must be visible at all times, for the safety of all students.

## ***Academic Information*** (See the Knight Planning Guide for detailed information)

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### **COUNSELORS**

Counselors serving students with last names beginning with:

- Lisa LeSueur - all 9<sup>th</sup> Graders**
- Melanie Fleites - 10-12<sup>th</sup> Grade A-G**
- Cynthia Kapsch - 10-12<sup>th</sup> Grade H-O**
- Darence Shine - 10-12<sup>th</sup> Grade P-Z**

Counselors who serve as specialists in other areas relating to student services:

- TBD: Drug/Alcohol Interventionist**
- Chris Swanson: Career & College Counselor**

Counselors work with students to individualize their school programs. Counselors can help with curriculum choices, scheduling, study habits, grades, conferences, testing, post-high-school plans, applications, and educational information. Counselors are available to act as facilitators in decision-making processes related to self-concept, interpersonal relationships, personal values, and individual concerns. Students may see their counselors by making an appointment with the counseling secretary.

### **COLLEGE & CAREER CENTER**

The following materials and information can be obtained the College and Career Center:

- Multiple college guidebooks and application information
- Both objective and opinion books
- 4-year, 2-year, and public and private technical colleges
- College majors (which college offer which majors)
- Individual college catalogs
- Financial aid information
- Scholarship books for reference
- Scholarship applications (academic and vocational)
- Olympic College application and financial aid information
- Applications for other public community/technical colleges in WA
- FAFSA and PROFILE need-based financial aid forms
- SAT, ACT, and Accuplacer test scheduling, registration, and prep materials
- Common applications for more than 100 private colleges
- Computers giving students access to our new career assistance program (WOIS) and to the Internet for college and scholarship searches
- Information on essay writing and resume writing
- College representative visits to BHS
- Information about summer programs
- Advanced Placement courses
- Running Start Program
- Job/Leadership/Volunteer opportunities
- Foreign Exchange opportunities

## GRADUATION REQUIREMENTS BY DEPARTMENT

<b>Class of:</b>	<b>2019</b>	<b>2020</b>	<b>2021</b>	<b>2022</b>
<i>Entering 9<sup>th</sup> grade after July 1 of:</i>	<i>2015</i>	<i>2016</i>	<i>2017</i>	<i>2018</i>
English	4	4	4	4
Mathematics	3	3	3	3
Science	2	2	3	3
Social Studies	3	3	3	3
Arts	1	1	2	2
Health and Fitness	2	2	2	2
Career and Tech Ed	1.5	1.5	1.5	1.5
World Language or Personalized Pathway			2	2
Electives	5.5	5	3	3
Knight Skills (Advisory)	.5	.5	.5	.5
<b>Total Required Credits:</b>	<b>22.5</b>	<b>22.5</b>	<b>24</b>	<b>24</b>

### FINAL EXAMS

Comprehensive final exams or projects will be given each term to students at BHS. Exams will be scheduled at the end of the term.

### HOMEWORK – GRADES K-12 (BREMERTON SCHOOL BOARD POLICY 2420P)

See Appendix G.

### HOME INSTRUCTION

When they encounter a prolonged medical problem, students may apply for home instruction through the Director of Special Services at the district office.

### HONORS AT COMMENCEMENT (CLASS RANKING)

Each year the top student(s) (1<sup>st</sup> in class) in the senior class will be named the valedictorian(s) of the senior class and will reserve the right to give the valedictory (farewell) speech at graduation. Each year the student(s) of the second highest rank in the senior class will be named the

salutatorian(s) of the senior class and will reserve the right to give the salutatory (welcome) speech at graduation.

To help guide the determination of the valedictorian and salutatorian only, the top 5% of the graduating class will be determined on a 5.0 scale (where an A in an AP and Honors class will count as 5.0 points, a B 4.0 points, etc.)

The principal will appoint a faculty committee that will review the students' transcript and academic achievements taking into account difficulty of the student's current and past classes as well as the grades earned. The committee will select the senior class valedictorian(s) and the salutatorian(s).

### **KNIGHT SCHOLAR**

The purpose of the Knight Scholar program is to provide students an opportunity to commit to a rigorous path toward academic achievement and recognition. The program provides students with both intrinsic and extrinsic motivators toward success and excellence.

Knight Scholars will be eligible for the following exclusive honors and recognitions:

- Honor designation "Knight Scholar"
- Recognition at commencement
- Wearing of honor cord/medallion with cap and gown

See program description available through school counselors.

### **PHYSICAL EDUCATION WAIVER GUIDELINES**

Students may be excused from the fitness requirement under RCW 28A.230.050. Such excused students shall be required to demonstrate proficiency/competency in the knowledge portion of the fitness requirement as per statute (WAC 180-51-067). Waiver application forms are available and are to be completed and returned to the counseling office.

### **RUNNING START**

This is an opportunity for juniors and seniors who have met most of their high school graduation requirements and wish to get started on college work. It also serves those students who would like to take courses that BHS does not offer. Because of the proximity of Olympic College, students either may attend OC full time, or take a combination of OC and BHS classes. Dual students who enroll for more high school and college credits than are identified in the Running Start State Funding Limit Table are responsible for all college tuition and fees associated with excess credits. Deadlines for dropping or changing BHS classes apply to Running Start students. Therefore, to avoid gaps in enrollment and potential loss of credit, students are strongly encouraged to begin their Running Start program in the fall. Students starting later in the year may only be able to access Running Start classes outside the regular BHS day. The deadlines for completing all Running Start applications and testing are:

Fall Quarter                      May 1<sup>st</sup>  
Winter Quarter November 1st  
Spring Quarter                  February 1st

See your Counselor for more information.

### **SPECIAL EDUCATION**

Bremerton High School programs for students with disabilities are designed to fulfill the spirit and intent of the Individuals with Disabilities Education Act (IDEA). Program options are based on the individual needs of each student. The IEP team determines placement based on evaluation information.

### **TEXTBOOKS**

Textbooks are issued to students during registration (before the beginning of the school year). Textbooks, workbooks, and all other materials issued for student use will be examined at the completion of the course. Students will be charged fees for loss/damage to these materials. Students will cover textbooks to help preserve them.

# *Activities & Athletics*

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## **ASB CARDS**

All students must have a current BHS ID or ASB card. ID cards are issued free to every student. BHS students need a current ID card to ride the bus and purchase tickets to be admitted to school dances. An ASB sticker may be purchased for \$40, which entitles students to reduced prices for school activities and free admission to home athletic events. All class and ASB officers, as well as participants in pep band, sports, drill team, cheer, Key Club Knowledge Bowl and any other club/activity supported by ASB funds are required to purchase ASB cards. Students are encouraged to support their Knights by purchasing an ASB sticker. A \$3 fee will be charged to students for replacement ID/ASB cards.

## **ASSEMBLIES**

Student assemblies are designed to provide enrichment to the regular educational program. Attendance at mid-day assemblies at BHS are required of the entire student body. Students will report to the assembly with their Knight Skills teachers and return from the assembly according to instructions. The staff generally arranges a study hall for students who do not want to attend an optional assembly, or whose behavior precludes them from attending assemblies. The ASB Advisor and Activity Coordinator generally plan and organize assemblies. A student must follow building check out policies in order to leave campus during an assembly.

## **DANCE POLICY**

Tickets can only be purchased in advance, no tickets sold at the door. All Bremerton High School students entering a school-sponsored dance must have a current picture ID card (Driver's License/Military ID). All guests of BHS students must have an official guest pass and current school/photo ID to be admitted to school dances. Students obtain a guest pass when purchasing dance tickets. All guests must enter with the sponsor listed on the guest pass. Passes to leave and re-enter athletic events or school dances will not be granted.

Inappropriate or offensive dancing will not be tolerated. Violators will be immediately removed from the dance and may be prohibited from attending future dances. No guests 21 years of age or older will be admitted to Bremerton High School dances.

## **NATIONAL HONOR SOCIETY (NHS) and NATIONAL JUNIOR HONOR SOCIETY (NJHS)**

Freshman and first semester sophomore students who maintain a cumulative GPA of 3.5 are eligible for membership in Junior Honor Society.

National Honor Society membership is available to sophomore, junior, and senior students with a 3.25 cumulative GPA. Eligible students will receive a membership invitation. In addition to grade point average service, leadership, and character are qualities demonstrated by National Honor Society members. Service is defined by voluntary contributions made by you to your school or community, done without compensation and with a positive, courteous, and enthusiastic spirit.

Leadership is demonstrated by students who are resourceful, good problem solvers, promoters of school activities, idea-contributors, dependable, and persons who exemplify positive attitudes about life. A student of good character upholds principles of morality and ethics, is cooperative, demonstrates high standards of honesty and reliability, shows courtesy, concern and respect for others and generally maintains a good clean lifestyle.

NHS is a national service organization designed to recognize students who have excelled in the four areas. This membership is recognized by College and Universities, scholarship committees, and prospective employers. Membership in NHS is something to be proud of and respected.

### **ATHLETICS & ACTIVITIES CODE**

The opportunity to participate in interscholastic athletic and activity programs is a privilege granted to all students of the Bremerton School District. These programs are to be considered a privilege and not a right. Therefore, these privileges can be revoked when deemed necessary. Academics are the first priority while partaking in a school-sponsored activity. Participants must not only be in compliance with the WIAA regulations, but also with that of the Bremerton School District Athletics/Activities Code, the school's ASB Constitution and regulations imposed by the coaching staff.

As an active participant students are looked upon as a role model and a representative of Bremerton High School and must conduct themselves in a manner that reflects the school's ideals. The student/athletes signature on this code represents a commitment to the rules set forth in the code.

### **ATHLETICS & ACTIVITIES**

Students are encouraged to find an area of interest and become involved in clubs and sports. Bremerton High School offers a wide variety of activities at this time:

Amer. Sign Language	Flag Team	Media Production
Anime Club	Football	Multi-Cultural Club
Art Club	French Club	Musical Theatre
Asian/Pacific Islanders Club	Freshman Class	National Honor Society
Band	Gamers Club	NJROTC
Baseball	Gay/Straight Alliance	Orchestra
Basketball	Girls Bowling	Photography
Campus Life	Golf	Project Footwork
Cheer Squad	Green Club	Robotics Club
Choir	Guitar Club	Rock Climbing Club
Color Guard	International Studies Club	Rotary Interact Club
Cross Country	Jazz Band	Science Club
DECA	Junior Class	Senior Class
Drama	Kiwanis Key Club	Soccer
Drill Team	Knights for Christ	Sophomore Class
Fastpitch	Leadership	Skills USA
FCCLA	Link Crew	Spanish Club

Stage Technology  
SADD  
Swimming  
Symphonic Band

Tennis  
Thespian Troupe  
Track  
Volleyball

Wind Ensemble  
Wrestling  
Yearbook

### **ACADEMIC ELIGIBILITY**

All high school students participating in extra-curricular activities must be passing at least five (5) classes the semester they participate. The Athletic Director in conjunction with the coach is responsible to assure all participating students comply with requirements.

- In order to maintain athletic eligibility during the current semester the student shall maintain passing grades of: 5 classes in a 5 period day, 5 classes in a 6 period day, 6 classes in a 7 period day, or 7 classes in an 8 period day with Knight Skills Advisory included as a class.
- Grade checks will be accomplished using the progress reports and/or end of semester grades, as applicable. Falls sports eligibility will be based upon spring semester grades from the previous school year.
- Winter sports eligibility will be based upon the first nine-week grading period.
- Spring sports eligibility will be based upon the second semester grades.
- In addition, grade checks may be required more often as deemed necessary for students on probation by the Athletic Director or the Appeals Board.
- Students may appeal their ineligibility, under extenuating circumstances, within three (3) days of notification.

### **ATHLETIC DRESS CODE**

The principal, in concert with the Athletic Director, advisor, coach, or other person in charge of an extra-curricular activity, may regulate the dress and grooming of students who participate in the activity, if the principal reasonably believes that the student's dress or grooming:

1. Creates a hazard to the student's safety or to the safety of others.
2. Shall prevent, interfere with, or adversely affect the purpose, direction, or effort required for the activity to achieve its goals.

### **ATTENDANCE**

Students must be in attendance the entire school day in order to participate (either practice or competition) that day unless;

1. The absence was a school function.
2. Permission for the absence has been granted/pre-approved by the administration or Athletic Director.
3. A participant may be gone for a medical/dental appointment, however to be eligible to participate the student-athlete must be "cleared to participate" in written form from the doctor and have been in school a minimum of three (3) class periods that day.
4. For Saturday events, students must be in attendance the entire school day on Friday.
5. Any attempt to circumvent this attendance requirement may be met with disciplinary action.



## **CRIMINAL OFFENSES**

It is a violation of Bremerton High School's Athletic Code for any student/athlete to commit any criminal act at any location. Disciplinary actions may result from such violations regardless of whether criminal charges or conviction results. Suspected violations will be individually reviewed and evaluated by the Athletic Director and/or Principal/School Administrator. Students may be denied the opportunity to participate based on the judgement of the Athletic Director and/or School Administration.

## **APPEAL PROCEDURE**

A written report of the violation must be filed with the Athletic Director, building principal or designee. Violation of conduct rules may be reported by the following: self, parent/guardian, law enforcement, or school employee. The suspension period begins on the day the building principal or designee confirms that the violation occurred.

If the participant is not satisfied with the decision rendered by the athletic director or assistant principal he/she can appeal to the building principal within five (5) days of notification. If the participant is not satisfied with the decision of the building principal he/she may appeal to the Appeal Board. The Appeal Board shall consist of five voting members. It shall include two head athletic coaches, two faculty members and one other co-curricular activity advisor. The Administrator or Athletic Director will moderate, but have no vote in the Appeal Board decision. If the participant is not satisfied with the decision of the Appeal Board, he/she may appeal to the superintendent's office, who may or may not choose to hear the case.

## **USE OF TOBACCO**

The use of tobacco will not be tolerated.

- 1st Violation – Immediate five (5) school days suspension from activity.
- 2nd Violation – Immediate removal from the activity for the remainder of the season. If the offense happens towards the end of the season, the suspension may cross over onto next athlete's season of participation.
- 3rd Violation – Loss of activity privileges for the remainder of the school year. Before be considered for reinstatement the student(s) must prove completion of a substance abuse counseling program.

## **USE/POSSESSION OF ILLEGAL DRUGS/ALCOHOL/VAPING/VAPE DEVICES**

The illegal use of drugs, alcohol or vaping and being in possession of alcohol, drugs, drug paraphernalia, and/or vaping/vape devices will not be tolerated.

- 1st Violation – The student athlete will be immediately suspended for the remainder of the season.
- 2nd Violation – The student athlete shall be immediately suspended from all interscholastic participation for one (1) year from the date of the infraction. Before be considered for reinstatement the student(s) must prove completion of a substance abuse counseling program.

- 3rd Violation – The student athlete shall be permanently ineligible for interscholastic competition at BHS.
- Drug paraphernalia includes, but is not limited to, e-cigarettes, vaping devices and e-juice products.

It is a violation of the Athletic Code to be on any premises while alcohol or other drugs are being used. If found to be in violation; the student athlete will be suspended from all extra-curricular activities for three (3) school days from all activities.

### **SPORTSMANSHIP**

Bremerton High School is a member of the Olympic League who is responsible for following sportsmanship and spectator guidelines. These guidelines are published with the expectation that high school athletics will uphold the proper spirit of competition. All Knights are expected to abide by our tradition of good sportsmanship with all rivals, to show respect for the visiting school's student body and adults, and to display only signs supportive of our own school. League rules also prohibit artificial noisemakers, confetti, and antagonistic yelling.

### **BREMERTON HIGH SCHOOL FIGHT SONG**

Fight for the Blue and Gold  
 fight for our school  
 we never will say die  
 we're with you win or lose  
 that's why so proudly our cheers will ring  
 up to the sun  
 bring back those victories Knights  
 and make the others bow to Bremerton  
 K.. N.. I.. G.. H.. T.. S  
 Knights!  
 That's why so proudly our cheers will ring  
 up to the sun  
 bring back those victories Knights  
 and make the others bow to Bremerton.

### **TRANSPORTATION**

Students must ride the team bus or ride with a coach that has the appropriate license and vehicle. Students are allowed to ride home with their own parent/guardian upon visual exchange between the coach and the parent/guardian, or by providing a permission statement signed by the parent/guardian. There may be contests that require athletes to provide their own transportation. Every attempt to give early notice will be made to athletes and parents.

# *Senior Information*

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## **BEHAVIOR**

Acts of exceptional misconduct that may cause suspension from school will also impact graduation activities including prom and commencement ceremonies.

## **CREDITS REQUIRED**

In order to participate in the graduation ceremonies, a student must have successfully completed all credits required for graduation.

## **CREDIT RECOVERY ALTERNATIVES**

**See counselor for more information**

Drawbridge: Senior Boost – Offered after school, seniors can complete needed course work to earn credit in necessary classes. Eligibility requirements and program capacity may limit student access to this program.

Online Alternative Program: Offered after school, seniors can complete needed course work to earn credit in necessary classes.

# *Students Rights and Responsibilities*

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Washington schools and school districts are authorized by state statutes and administrative rules to impose student discipline to maintain order and correct misbehaviors. However, they are also constrained by those same rules. This page provides a general overview of the disciplinary actions a school district may take and the requirements in place to protect student rights and insure fair treatment.

## **Student Rights and Responsibilities:**

In the often-quoted case *Tinker v. Des Moines (1969)*, the Supreme Court noted that *students do not shed their constitutional rights at the schoolhouse gate*. In other words, students in our public schools have the same constitutional rights as they and other citizens enjoy away from school. However, because of the special environment of the school, the courts have also ruled that *some* restriction of rights may be permissible if necessary to support the central functions of the school. Additional student rights are provided in WAC 392-400-215, which states that each public school student shall possess these substantive rights which may not be limited without good and sufficient cause:

- Students may not be denied equal educational opportunity or be discriminated against because of national origin, race, religion, economic status, sex pregnancy, marital status, previous arrest, previous incarceration, or a physical, mental or sensory handicap.
- All students possess the constitutional rights to freedom of speech and press, to peaceably assemble, to petition the government and its representatives, to the free exercise of religion, and to have their schools free from sectarian control or influence, with reasonable limitations on the time, place and manner of exercising these rights.
- All students possess the constitutional right to be secure from unreasonable searches and seizures of their person, papers, and belongings.
- All students have the right to be free from unlawful interference while attending school.
- Students may not be deprived of the right to an equal educational opportunity without due process of law.

Students also have the responsibility to attend school and attend to their assignments along with the duty to follow the written rules of the school and submit to reasonable corrective actions imposed by teachers and school administrators (WAC 392-400-210).

## **Definitions:**

Understanding the special terminology used by the school system is important to being able to communicate about school discipline issues. These terms are commonly used in Washington schools, and are defined in state administrative code.

**Discipline:** Discipline is all forms of corrective action or punishment other than suspension or expulsion. Discipline can include being removed from class for the remainder of a class period, or restriction from non-educational activities such as recess, field trips, transportation, or sports. Common examples of discipline also include detention, Saturday School, loss of privileges, or special assignments. (WAC392-400-205)

**Suspension:** A suspension is a restriction from attending school or any portion of a student's school program (such as a single course), for a stated period of time. Examples: a 3-day suspension from school, or a 5-day suspension from shop class.

**Short-term Suspension:** is a suspension that is up to 10 consecutive school days.

**Long-term Suspension:** is a suspension that is more than 10 consecutive school days.

**In-School (In-House) Suspension:** is a temporary removed from the regular classroom for disciplinary purposes where the student remains under direct supervision of school personnel. (CEDARS P09)

**Expulsion:** An expulsion is a denial of attendance from any class or subject or for the student's full schedule of classes for no longer than one calendar year unless an application for re-admission is granted.

**Emergency Removal:** An emergency removal (see WAC 392-400-290) permits a student to be immediately removed from a class or activity when there is good and sufficient reason to believe that the student's presence poses an immediate and continuing danger or a continuing threat of substantial disruption. This is a short-term action which can continue until the danger or threat ceases, or the principal or designated school authority acts to impose discipline, a short-term suspension, a long-term suspension or an expulsion, or an emergency expulsion

**Emergency Expulsion:** An emergency expulsion is a denial of attendance for no more than 10 days, imposed only while a student poses a continuing danger or continuing risk of substantial disruption. An emergency expulsion must end or be converted to another form of corrective action within that 10 day period.

Students are responsible and are held accountable for the rules and regulations of the Bremerton School District and Bremerton High School, both during school and at school events. **Students who violate these rules and regulations will be subject to restitution and/or progressive discipline.** Progressive discipline means that the first time a student is referred for a specific infraction, one consequence is applied; the second referral for a similar infraction results in a more severe consequence that is consistently applied.

Each entry below identifies the minimum disciplinary consequence. School Discipline may include detention, Wednesday School (12-2 pm), or in-school suspension. Disciplinary consequences are progressive and law enforcement will be notified when appropriate.

**ABUSE, DAMAGE, OR THEFT OF SCHOOL PROPERTY:** The abuse, damage, or theft of school property is a violation of the law and subject to criminal penalties (BMC 98.16060, RCW 98.48070, RCW 98.48080). The theft or damage of school or private property will also result in disciplinary action that is commensurate with the amount of damage or property taken. Students and their parents/guardians may be required to pay for all damages to school district property or property belonging to a school employee, contractor, or student. The Bremerton School District

may withhold grades, diploma, and transcripts of a student who loses, defaces or injures district property (RCW 28A.87120).

**School Discipline**

**DESTRUCTION OF PROPERTY:** Defacing, injuring, or damaging school property or property belonging to a school employee, contractor, or student in any way. Pursuant to RCW 28A.635.060, A student’s grades, diploma, or transcripts may be withheld pending repayment.

**School Discipline/Possible Restitution**

**ACADEMIC NON-COMPLIANCE:** Not meeting deadlines for assigned work or refusing to participate.

**Classroom Interventions/School Discipline**

**ALCOHOL/DRUGS:** Students shall not use, possess, sell, distribute or be under the influence of illicit drugs, (e.g.: hallucinogenic drug, amphetamine, barbiturate, marijuana), mind-altering substances, medication not prescribed by a physician and approved in writing by the parent/guardian, drug paraphernalia, alcohol beverage or intoxicant of any kind or any item which purports (look-alikes) to be such. Students shall not be in possession of anabolic steroids on school premises or at school-sponsored events. No student may give, dispense, or administer any medication or remedy to another student. Drug paraphernalia includes, but is not limited to, e-cigarettes, vaping devices and e-juice products. Law enforcement may be notified. Offenses are accumulated throughout the school year.

**Long Term Suspension**

**ALTERATION OF RECORDS:** Falsifying, altering, or destroying official school record(s).

**Short Term Suspension**

**ARSON: Board Policy 3241P defines Arson as,** “knowingly and/or maliciously participating in or causing a fire or explosion.”

**Long Term Suspension/Law Enforcement**

**ASSAULT:** Students who make a violent attack upon another person either physically or verbally; to students, school personnel, and/or others.

**Long Term Suspension/Law Enforcement**

**BOMB THREAT:** A threat to bomb or damage any public-school facility or property.

**Long Term Suspension/Law Enforcement**

**BULLYING:** See Policy in Appendix A.

**School Discipline**

**BURGLARY:** Breaking into and stealing from a school district facility.

**Long Term Suspension/Law Enforcement**

**CHEATING / ACADEMIC DISHONESTY (INCLUDING INTERNET PLAGIARISM):** Intentional deception in the preparation or completion of any school assignment, examination, or project, or in the conduct of any school related activity, along with the aiding and abetting of such behavior by others.

**School Discipline**

**CLOSED CAMPUS VIOLATION:** Leaving school grounds without official authorization.

**School Discipline**

**DANGEROUS BEHAVIOR:** Engaging in behavior that a reasonable person would know creates the risk of injury to another individual.

**Short Term Suspension**

**DANGEROUS ITEMS:** Possession of a potentially dangerous item(s) that can cause harm to people or property (e.g., lighters, matches, aerosol sprays, etc.). Students shall not possess objects that present health or safety problems, intimidate others, or cause disruption of the school environment.

**School Discipline**

**DEFIANCE (INCLUDING FALSE OR MISLEADING STATEMENTS):** Any student who fails to follow reasonable directions from a staff member, or interferes in the duties of a staff member.

**School Discipline**

**DEFIANCE (GROSS):** The willful disregard or contempt for the lawful instructions or authority of school personnel. Multiple discipline offenses may result in disciplinary action that exceeds the stated consequences in this handbook, up to and including Long-Term suspension. These offenses include but are not limited to: failure to comply with reasonable instruction of school staff, immoral conduct, verbal abuse of a staff member, vulgarity or profanity, extortion, fighting, harassment, intimidation of another student or staff member, theft, bus misconduct or vehicle violations, or any criminal action defined by law.

**Short Term Suspension**

**DISRUPTIVE CONDUCT:** Conduct that creates a disturbance on school premises, at school-sponsored activities, or on district transportation, or that interferes with the educational process.

**School Discipline**

**DISRUPTIVE DRESS/APPEARANCE/DRESS CODE VIOLATIONS:** Dress and appearance that present health or safety problems, intimidate others, or cause disruption.

**School Discipline**

**EXTORTION/BLACKMAIL/COERCION:** Force or threat of force to do something against their will (e.g., perceived threats, harm reputations).

**Long Term Suspension**

**FALSE ALARMS/FIRE APPARATUS:** Setting off false alarms, discharging or stealing fire extinguishers, or damaging alarm systems.

**Long Term Suspension**

**FALSE ACCUSATIONS/DEFAMATION:** Making untrue charges of wrongful conduct or other defamatory statements. (See Harassment Policy in Appendix A)

**School Discipline**

**FIGHTING:** The act of a quarrel involving mutual bodily contact.

**Short Term Suspension**

**FRAUD/FORGERY:** The act of fraudulently misrepresenting information given to school personnel.

**School Discipline**

**GANG ACTIVITY:** Displaying, reflecting, or participating in dress, apparel, activities, acts, behaviors, or manner of grooming which: (a) lead school officials to reasonably believe that such behavior, apparel, activities, acts, or other attributes are gang related and would disrupt or interfere with the school environment, activity or educational objectives; (b) present a physical safety hazard to self, students, staff, and others; (c) create an atmosphere in which a student, staff, or other person's well-being is adversely affected by undue pressure, behavior, intimidation, overt gesture or threat of violence; or (d) imply gang membership or affiliation by written communication, marks, drawing, painting, design, emblem upon any school or personal property or on one's person.

**Short Term Suspension**

**GAMBLING:** To wager or bet on the outcome of a game or contest (e.g., cards, dice, sporting events, or other games of chance) except for school-sponsored fundraising.

**School Discipline**

**HARASSMENT:** See policy in Appendix A.

**School Discipline**

**INAPPROPRIATE DISPLAY OF AFFECTION:** Overt displays of affection or sexually oriented actions that violate standards or acceptable social conduct.

**School Discipline**

**LITTERING:** Throwing, dropping, depositing, or discarding litter in other than an appropriate container.

**School Discipline**

**NUISANCE ITEMS:** Items that cause disruption by their use or possession (e.g., cell phones, pagers, toys, trading cards, etc.). Students in people shall not possess objects that present health or



safety problems, intimidate others, or cause disruption of the school environment. This includes inappropriate use of electronic devices.

**School Discipline**

**PORNOGRAPHY:** The display, possession, or distribution of sexually explicit material.

**Short Term Suspension**

**ROBBERY:** Stealing from an individual by force or threat of force.

**Long Term Suspension/Law Enforcement**

**TARDINESS:** Students are expected to be punctual when arriving at each of their classes. Excessive tardiness will be referred to administration.

**School Discipline**

**THEFT (including electronic data theft):** The unauthorized removal/carrying away of the personal property of another person or the property of the school district.

**Short Term Suspension**

**TOBACCO:** Use or possession of tobacco products by students is prohibited. Public Law 101-226 and RCW 70.155.080 provide for a smoke- and drug-free workplace. Smoking or chewing tobacco on school property or at school sponsored events is strictly prohibited. Use or possession of any tobacco materials—including lighters and matches—will be in violation of the tobacco use policy.

**Short Term Suspension**

**TRUANCY/UNEXCUSED ABSENCES:** Truancy/unexcused absence is a violation of law and District Policy #3122 and will result in disciplinary action and possible court actions. Some examples of truancy are:

1. Skipping class
2. Being absent without parental and school permission.
3. Failure to attend required scheduled assemblies.

**School Discipline**

**UNAUTHORIZED AREA/TRESPASSING:** Being present in an unauthorized place.

**School Discipline**

**VULGAR/LEWD ACTIVITY:** Students shall not use, display, possess, create, or distribute any lewd, indecent, obscene, or sexually explicit material, actions, expressions, or gestures.

**School Discipline**

**WEAPONS:** Possession, transmission, or use of any object that is or reasonably appears to be a dangerous weapon or related device is prohibited. Such objects include, but are not limited to, firearms, ammunition, incendiary or explosive devices (including fireworks), clubs, knives of any kind, other cutting or stabbing instruments, and look-alike items or replicas displayed or represented as real weapons.

**Emergency Expulsion**

## **STUDENT DUE PROCESS PROCEDURES GRIEVANCE, HEARING, AND APPEAL**

The administration and teaching staff of the Bremerton School District desire to treat each student fairly and firmly in instances of misbehavior. Parent/guardian understanding, support, and cooperation are absolutely essential to their efforts. The Board of Directors, in their policy, and the State of Washington, in its laws and codes, support this mutual understanding and support cooperation between the school and the home. To this end, grievance procedures are provided for discipline situations and suspensions (Board Policy 3241P). Short-term grievances may be resolved through informal conferences with the building Administration. Similarly, hearing and appeal procedures at the building level and at the district level and with the Board of Directors are provided for more serious offenses of long-term suspension, emergency expulsion, and expulsion (Board Policy 3241P).

### **Due Process Rules for School Discipline:**

Students must be provided due process before their right to a public education can be restricted or denied for disciplinary reasons. In plain language, “due process” means that the student (or their parent or guardian) has a right to a fair and impartial proceeding before discipline or punishment is imposed, as well as a right to appeal to a higher authority if they don’t agree with the discipline proposed. This right stems from the 14th Amendment that prohibits the deprivation of liberty or property without due process of law, and the right is also protected by the Washington State Constitution and the Washington Administrative Code.

The due process rules vary for different levels of discipline and other corrective actions. In general, the more severe the disciplinary action, the more formal and structured the due process requirements. For most cases, the grievance process begins with the school principal, can be appealed to the district superintendent, and finally the school board; grievances may in some cases be appealed to the courts if a resolution or satisfaction is not achieved within the school system.

**Discipline Grievances:** This applies to “discipline” other than suspension or expulsion. When a student, parent, or guardian disagrees with the discipline imposed by a school employee, they have a right to an informal conference with the school principal (or other designated person). During the meeting, the principal may question any person involved; the student, parent, or guardian may also question the employee who imposed the discipline. If the grievance is not resolved, a written or oral appeal may be made to the school district superintendent (or other designated person) within two business days. If the grievance is not resolved at the superintendent level, a written or oral appeal may be made to the school board at the next regular meeting if notice is given within two business days. Unless the principal decides to delay the disciplinary action, it may be imposed during the appeal process.

**Due Process for Short-Term Suspensions:** State law authorizes the use of “informal” due process for short-term suspensions. This means the principal (or other designated person) must have a conference with the student and explain the alleged violation of the rules, the evidence supporting the allegations, and the proposed corrective action or punishment. The student must be given an opportunity to present his or her explanation. When the suspension exceeds one calendar

day, the parent or guardian must be notified of the reason for the suspension, the duration of the suspension, and the right to appeal as provided in WAC 392-400-255.

**Appeals for Short-Term Suspensions:** If the student or parent disagrees with a proposed short-term suspension, they have the right to an informal conference with the school principal to resolve the grievance. During the conference, the principal may question any person involved; the student, parent, or guardian may also question the employee who imposed the discipline. If the grievance is not resolved, a written or oral appeal may be made to the school district superintendent (or other designated person) within two business days. If the grievance is not resolved at the superintendent level, a written or oral appeal may be made to the school board at the next regular meeting if notice is given within two business days. Unless the principal decides to delay the suspension, it may be imposed during the appeal process.

**Due Process for Long-Term Suspension and Expulsions:** Due process for long-term suspensions and expulsions is a more formal process. State law *requires* a school district to provide a written notice of an opportunity for a hearing before the long-term suspension or expulsion is imposed. The notice must be in the predominant language of the student or parent/guardian, must explain the alleged misconduct and rule violated, specify the proposed punishment, and explain the right to a hearing. The student or parent/guardian must request a hearing within **3 business days** or the right to a hearing will be waived and the suspension/expulsion may be imposed. In most cases, if the student or parent request a hearing, the student is entitled to remain in school until a decision is reached after the hearing (the common exception would be emergency expulsions).

**Hearing Process and Requirements:** The requirements for hearings are essentially the same for long-term suspensions and expulsions, and can be found in WAC 392-400-265 and 392-400-280.

- If a request for a hearing is received within 3 business days, the district must schedule a hearing to begin within three business days the request was received.
- The student and the parent/guardian have the right, before the hearing, to inspect the evidence and any documents the district intends to introduce.
- The student and the parent/guardian have the right to be represented by an attorney provide at their own expense. The district may allow a representative other than an attorney.
- The student and the parent/guardian have the right to question and cross-examine witnesses of the district, unless there is evidence of good reason that the district should not produce a witness (generally for safety concerns).
- The student and the parent/guardian have the right to present an explanation of the alleged misconduct and support their explanation through witnesses, introduction of documents, or through other physical evidence.
- The district employee assigned to present the district's case has the right, before the hearing, to inspect any evidence the student or parent/guardian plans to introduce.

- The hearing officer or persons hearing the case may not be a witness, and the guilt or innocence of the student must be determined entirely on the evidence presented in the hearing.
- The hearing must be either tape-recorded or a verbatim record of the hearing must be made.
- A written decision of the hearing officer(s) must be provided to the student and parent/guardian or their attorney. The decision may either uphold the long-term suspension or expulsion, or may impose a lesser form or corrective action or punishment. A suspension or expulsion upheld by a hearing will commence

**Appeals:** If a student or parent/guardian disagrees with the decision of a hearing officer(s), they may file a written request for appeal within **3 business days** of receiving the decision. The district may, at its choosing, accept an oral request for appeal. An appeal may be heard by the school board, or by a school district disciplinary appeals council if established by the school board. If a request for appeal is heard, the school board or appeals council must schedule a meeting within 10 business days. In most cases, the suspension or expulsion may be continued while an appeal is made to the school board or appeals council.

Board-level hearing procedures are provided in WAC 392-400-315. If a student or parent/guardian disagrees with the decision of the school board or disciplinary appeals board, they may appeal the matter to superior court within 30 days.

**Due Process for Emergency Expulsions:** Notice and due process rights must be provided when an emergency expulsion is converted to another form of corrective action. (RCW 28A.600.015)

# APPENDICES

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## APPENDIX A – PROCEDURE PROHIBITION OF HARRASSMENT, INTIMIDATION, AND BULLYING

### A. Introduction

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

### B. Definitions

**Aggressor** means a student, staff member, or other member of the school community who engages in the harassment, intimidation or bullying of a student.

**Harassment, intimidation or bullying** means an intentional electronic, written, verbal, or physical act that:

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

Conduct that is "substantially interfering with a student's education" will be determined by considering a targeted student's grades, attendance, demeanor, interaction with peers, participation in activities, and other indicators. Conduct that may rise to the level of harassment, intimidation and 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. Incident Reporting Forms may be used by students, families, or staff to report incidents of harassment, intimidation or bullying. A sample form is provided on the Office of Superintendent of Public Instruction's (OSPI) School Safety Center website:

[www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx).

**Retaliation** occurs an aggressor harasses, intimidates, or bullies a student who has reported incidents of bullying.

**Staff** includes, but is not limited to, educators, administrators, counselors, school nurses, cafeteria workers, custodians, bus drivers, athletic coaches, advisors to extracurricular activities, classified staff, substitute and temporary teachers, volunteers, or paraprofessionals (both employees and contractors).

**Targeted Student** means a student against whom harassment, intimidation or bullying has allegedly been perpetrated.

### **C. Relationship to Other Laws**

This procedure applies only to [RCW 28A.300.285 – Harassment, Intimidation and Bullying prevention](#). There are other laws and procedures to address related issues such as sexual harassment or discrimination.

At least four Washington laws may apply to harassment or discrimination:

1. [RCW 28A.300.285 – Harassment, Intimidation and Bullying](#)
2. [RCW 28A.640.020 – Sexual Harassment](#)
3. [RCW 28A.642 – Prohibition of Discrimination in Public Schools](#)
4. [RCW 49.60.010 – The Law Against Discrimination](#)

The district will ensure its compliance with all state laws regarding harassment, intimidation or bullying. Nothing in this procedure prevents a student, parent/guardian, school or district from taking action to remediate harassment or discrimination based on a person’s gender or membership in a legally protected class under local, state, or federal law.

### **D. Prevention**

#### **1. Dissemination**

In each school and on the district’s website the district will prominently post information on reporting harassment, intimidation and bullying; the name and contact information for making a report to a school administrator; and the name and contact information for the district compliance officer. The district’s policy and procedure will be available in each school in a language that families can understand.

Annually, the superintendent will ensure that a statement summarizing the policy and procedure is provided in student, staff, volunteer, and parent handbooks, is available in school and district offices and/or hallways, or is posted on the district’s website.

Additional distribution of the policy and procedure is subject to the requirements of [Washington Administrative Code 392-400-226](#).

#### **2. Education**

Annually, students will receive age-appropriate information on the recognition and prevention of harassment, intimidation or bullying at student orientation sessions and on other appropriate occasions. The information will include a copy of the Incident Reporting Form or a link to a web-based form.

### **3. Training**

Staff will receive annual training on the school district's policy and procedure, including staff roles and responsibilities, how to monitor common areas and the use of the district's Incident Reporting Form.

### **4. Prevention Strategies**

The district will implement a range of prevention strategies including individual, classroom, school, and district-level approaches. Whenever possible, the district will implement evidence-based prevention programs that are designed to increase social competency, improve school climate, and eliminate harassment, intimidation and bullying in schools.

## **E. Compliance Officer**

The district compliance officer will:

1. Serve as the district's primary contact for harassment, intimidation and bullying;
2. Provide support and assistance to the principal or designee in resolving complaints;
3. Receive copies of all Incident Reporting Forms, discipline Referral Forms, and letters to parents providing the outcomes of investigations. If a written report of harassment, intimidation or bullying indicates a potential violation of the district's nondiscrimination policy [Policy 3210], the compliance officer must promptly notify the district's civil rights compliance coordinator;
4. Be familiar with the use of the student information system. The compliance officer may use this information to identify patterns of behavior and areas of concern;
5. Ensure implementation of the policy and procedure by overseeing the investigative processes, including ensuring that investigations are prompt, impartial, and thorough;
6. Assess the training needs of staff and students to ensure successful implementation throughout the district, and ensure staff receive annual fall training;
7. Provide the OSPI School Safety Center with notification of policy or procedure updates or changes on an annual basis; and
8. In cases where, despite school efforts, a targeted student experiences harassment, intimidation or bullying that threatens the student's health and safety, the compliance officer will facilitate a meeting between district staff and the child's parents/guardians to develop a safety plan to protect the student. A sample student safety plan is available on the OSPI website:  
[www.k12.wa.us/SafetyCenter/default.aspx](http://www.k12.wa.us/SafetyCenter/default.aspx).

## **F. Staff Intervention**

All staff members will intervene when witnessing or receiving reports of harassment, intimidation or bullying. Minor incidents that staff are able to resolve immediately, or incidents that do not meet the definition of harassment, intimidation or bullying, may require no further action under this procedure.

## **G. Filing an Incident Reporting Form**

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

### **Step 1: Filing an Incident Reporting Form**

In order to protect a targeted student from retaliation, a student need not reveal his identity on an Incident Reporting Form. The form may be filed anonymously, confidentially, or the student may choose to disclose his or her identity (non-confidential).

Status of Reporter

#### **1. Anonymous**

Individuals may file a report without revealing their identity. No disciplinary action will be taken against an alleged aggressor based solely on an anonymous report. Schools may identify complaint boxes or develop other methods for receiving anonymous, unsigned reports. Possible responses to an anonymous report include enhanced monitoring of specific locations at certain times of day or increased monitoring of specific students or staff. (Example: An unsigned Incident Reporting Form dropped on a teacher's desk led to the increased monitoring of the boys' locker room in 5th period.

#### **2. Confidential**

Individuals may ask that their identities be kept secret from the accused and other students. Like anonymous reports, no disciplinary action will be taken against an alleged aggressor based solely on a confidential report. (Example: A student tells a playground supervisor about a classmate being bullied but asks that nobody know who reported the incident. The supervisor says, "I won't be able to punish the bullies unless you or someone else who saw it is willing to let me use their names, but I can start hanging out near the basketball court, if that would help.")

#### **3. Non-confidential**

Individuals may agree to file a report non-confidentially. Complainants agreeing to make their complaint non-confidential will be informed that due process requirements may require that the district release all of the information that it has regarding the complaint to any individuals involved in the incident, but that even then, information will still be restricted to those with a need to know, both during and after the investigation. The district will, however, fully implement the anti-retaliation provision of this policy and procedure to protect complainants and witnesses.

### **Step 2: Receiving an Incident Reporting Form**

All staff are responsible for receiving oral and written reports. Whenever possible staff who initially receive an oral or written report of harassment, intimidation or bullying will attempt to resolve the incident immediately. If the incident is resolved to the satisfaction of the parties involved, or if the incident does not meet the definition of harassment, intimidation



or bullying, no further action may be necessary under this procedure. All reports of unresolved, severe, or persistent harassment, intimidation or bullying will be recorded on a district Incident Reporting Form and submitted to the principal or designee, unless the principal or designee is the subject of the complaint.

### **Step 3: Investigations of Unresolved, Severe, or Persistent Harassment, Intimidation and Bullying**

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

1. Upon receipt of the Incident Reporting Form that alleges unresolved, severe, or persistent harassment, intimidation or bullying, the school or district designee will begin the investigation. If there is potential for clear and immediate physical harm to the complainant, the district will immediately contact law enforcement and inform the parent/guardian.
2. During the course of the investigation, the district will take reasonable measures to ensure that no further incidents of harassment, intimidation or bullying occur between the complainant and the alleged aggressor. If necessary, the district will implement a safety plan for the student(s) involved. The plan may include changing seating arrangements for the complainant and/or the alleged aggressor in the classroom, at lunch, or on the bus; identifying a staff member who will act as a safe person for the complainant; altering the alleged aggressor's schedule and access to the complainant, and other measures. If, during the course of an investigation, the district employee conducting the investigation becomes aware of a potential violation of the district's nondiscrimination policy [Policy 3210], the investigator will promptly notify the district's civil rights compliance officer. Upon receipt of this information, the civil rights compliance officer must notify the complainant that their complaint will proceed under the discrimination complaint procedure in WAC 392-190-066 through WAC 392-190-075 as well as the HIB complaint procedure. The notice must be provided in a language that the complainant can understand. The investigation and response timeline for the discrimination complaint procedure will follow that set forth in WAC 392-190-065 and begins when the district knows or should have known that a written report of harassment, intimidation or bullying involves allegations of a violation of the district's nondiscrimination policy.
3. Within two (2) school days after receiving the Incident Reporting Form, the school designee will notify the families of the students involved that a complaint was received and direct the families to the district's policy and procedure on harassment, intimidation and bullying.
4. In rare cases, where after consultation with the student and appropriate staff (such as a psychologist, counselor, or social worker) the district has evidence that it would threaten the health and safety of the complainant or the alleged aggressor to involve his or her parent/guardian, the district may initially refrain from contacting the parent/guardian in its investigation of harassment, intimidation and bullying. If professional school personnel suspect that a student is subject to abuse and neglect,

they must follow district policy for reporting suspected cases to Child Protective Services.

5. The investigation will include, at a minimum:
  - a. An interview with the complainant;
  - b. An interview with the alleged aggressor;
  - c. A review of any previous complaints involving either the complainant or the alleged aggressor; and
  - d. Interviews with other students or staff members who may have knowledge of the alleged incident.
6. The principal or designee may determine that other steps must be taken before the investigation is complete.
7. The investigation will be completed as soon as practicable but generally no later than five (5) school days from the initial complaint or report. If more time is needed to complete an investigation, the district will provide the parent/guardian and/or the student with weekly updates.
8. No later than two (2) school days after the investigation has been completed and submitted to the compliance officer, the principal or designee will respond in writing or in person to the parent/guardian of the complainant and the alleged aggressor stating:
  - a. The results of the investigation;
  - b. Whether the allegations were found to be factual;
  - c. Whether there was a violation of policy; and
  - d. The process for the complainant to file an appeal if the complainant disagrees with the results.

Because of the legal requirement regarding the confidentiality of student records, the principal or designee may not be able to report specific information to the targeted student's parent/guardian about any disciplinary action taken unless it involves a directive that the targeted student must be aware of in order to report violations. If a district chooses to contact the parent/guardian by letter, the letter will be mailed to the parent/guardian of the complainant and alleged aggressor by United States Postal Service with return receipt requested unless it is determined, after consultation with the student and appropriate staff (psychologist, counselor, social worker) that it could endanger the complainant or the alleged aggressor to involve his or her family. If professional school personnel suspect that a student is subject to abuse or neglect, as mandatory reporters they must follow district policy for reporting suspected cases to Child Protective Services. If the incident cannot be resolved at the school level, the principal or designee will request assistance from the district.

#### **Step 4: Corrective Measures for the Aggressor**

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

guardians regarding the outcome of the investigation. Corrective measures that involve student discipline will be implemented according to [district policy 3241, Classroom Management, Corrective Actions or Punishment](#). If the accused aggressor is appealing the imposition of discipline, the district may be prevented by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. If in an investigation a principal or principal's designee found that a student knowingly made a false allegation of harassment, intimidation or bullying, that student may be subject to corrective measures, including discipline.

#### **Step 5: Targeted Student's Right to Appeal**

1. If the complainant or parent/guardian is dissatisfied with the results of the investigation, they may appeal to the superintendent or his or her designee by filing a written notice of appeal within five (5) school days of receiving the written decision. The superintendent or his or her designee will review the investigative report and issue a written decision on the merits of the appeal within five (5) school days of receiving the notice of appeal.
2. If the targeted student remains dissatisfied after the initial appeal to the superintendent, the student may appeal to the school board by filing a written notice of appeal with the secretary of the school board on or before the fifth (5) school day following the date upon which the complainant received the superintendent's written decision.
3. An appeal before the school board or disciplinary appeal council must be heard on or before the tenth (10th) school day following the filing of the written notice of appeal to the school board. The school board or disciplinary appeal council will review the record and render a written decision on the merits of the appeal on or before the fifth (5th) school day following the termination of the hearing, and will provide a copy to all parties involved. The board or council's decision will be the final district decision.

#### **Step 6: Discipline/Corrective Action**

The district will take prompt and equitable corrective measures within its authority on findings of harassment, intimidation or bullying. Depending on the severity of the conduct, corrective measures may include counseling, education, discipline, and/or referral to law enforcement. Corrective measures for a student who commits an act of harassment, intimidation or bullying will be varied and graded according to the nature of the behavior, the developmental age of the student, or the student's history of problem behaviors and performance. Corrective measures that involve student discipline will be implemented according to [district policy 3241, Classroom Management, Corrective Actions or Punishment](#). If the conduct was of a public nature or involved groups of students or bystanders, the district should strongly consider schoolwide training or other activities to address the incident. If staff have been found to be in violation of this policy and procedure, school districts may impose employment disciplinary action, up to and including termination. If a certificated educator is found to have committed a violation of [WAC 181-87](#), commonly called the Code of Conduct for Professional Educators, OSPI's Office of

Professional Practices may propose disciplinary action on a certificate, up to and including revocation. Contractor violations of this policy may include the loss of contracts.

**Step 7: Support for the Targeted Student**

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

**H. Immunity/Retaliation**

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

**I. Other Resources**

Students and families should use the district’s complaint and appeal procedures as a first response to allegations of harassment, intimidation and bullying. However, nothing in this procedure prevents a student, parent/guardian, school, or district from taking action to remediate discrimination or harassment based on a person’s membership in a legally protected class under local, state or federal law. A harassment, intimidation or bullying complaint may also be reported to the following state or federal agencies:

- OSPI Equity and Civil Rights Office  
360.725.6162  
Email: [equity@k12.wa.us](mailto:equity@k12.wa.us)  
[www.k12.wa.us/Equity/default.aspx](http://www.k12.wa.us/Equity/default.aspx)
- Washington State Human Rights Commission  
800.233.3247  
[www.hum.wa.gov/index.html](http://www.hum.wa.gov/index.html)
- Office for Civil Rights, U.S. Department of Education, Region IX  
206.607.1600  
Email: [OCR.Seattle@ed.gov](mailto:OCR.Seattle@ed.gov) [www.ed.gov/about/offices/list/ocr/index.html](http://www.ed.gov/about/offices/list/ocr/index.html)
- Department of Justice Community Relations Service  
877.292.3804  
[www.justice.gov/crt/](http://www.justice.gov/crt/)
- Office of the Education Ombuds  
866.297-2597  
Email: [OEInfo@gov.wa.gov](mailto:OEInfo@gov.wa.gov) [www.governor.wa.gov/oeo/default.asp](http://www.governor.wa.gov/oeo/default.asp)
- OSPI Safety Center  
360.725-6044  
[www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx](http://www.k12.wa.us/SafetyCenter/BullyingHarassment/default.aspx)

**J. Other District Policies and Procedures**

Nothing in this policy or procedure is intended to prohibit discipline or remedial action for inappropriate behaviors that do not rise to the level of harassment, intimidation or bullying as defined in this policy but which are, or may be, prohibited by other district or school rules.

## APPENDIX B – H.I.B. INCIDENT REPORTING FORM



3207-F

**[Page 1 of 2]**

### **Harassment, Intimidation or Bullying (HIB) Incident Reporting Form**

Reporting person/person assisting with form (optional): \_\_\_\_\_

Targeted student:

Your email address (optional):

Your phone number (optional):

Today's date:

Name of school adult you've already contacted (if any):

School

Name(s) of students (if known): \_\_\_\_\_

On what dates did the incident(s) happen (if known): \_\_\_\_\_

**Where did the incident happen?** Circle all that apply.

- |                     |            |                           |            |             |                          |             |
|---------------------|------------|---------------------------|------------|-------------|--------------------------|-------------|
| Classroom           | Hallway    | Restroom                  | Playground | Locker room | Lunchroom                | Sport field |
| Parking lot         | School bus |                           | Internet   | Cell phone  | During a school activity |             |
| Off school property |            | On the way to/from school |            |             |                          |             |

Other (Please describe.)

**Please check the box that best describes what the person did to you. Please choose all that apply.**

Hitting, kicking, shoving, spitting, hair pulling or throwing something at the student

Getting another person to hit or harm the student

Teasing, name calling, making critical remarks or threatening in person, by phone, by e-mail, etc.

Putting the student down and making the student a target of jokes

Making rude and/or threatening gestures

Excluding or rejecting the student

Making the student fearful, demanding money or exploiting

Spreading harmful rumors or gossip

Cyber bullying (bullying by calling, texting, emailing, web posting, etc.)

Other



3207-F

**[Page 2 of 2]**

**If you select other, please describe:**

---

---

---

**Why do you think the harassment, intimidation or bullying occurred?**

---

**Were there any witnesses? Yes No If yes, please provide their names:**

---

---

**Did a physical injury result from this incident? If yes, please describe.**

---

**Was the target absent from school as a result of the incident? Yes No If yes, please describe**

---

Is there any additional information?

---

---

Thank you for reporting!

-----For Office Use-----

Received by: \_\_\_\_\_ Date received: \_\_\_\_\_

Action taken: \_\_\_\_\_

Parent/guardian contacted: \_\_\_\_\_

Circle one:    Resolved        Unresolved

Referred to: \_\_\_\_\_

### APPENDIX C - TRUANCY

Board Policy 3122 states:

“Regular school attendance is necessary for mastery of the educational program provided to students of the District.” Unauthorized absences from school, class(s) or leaving campus without permission will result in disciplinary action. Students desiring to leave campus during the school day must have parental permission. If the school is unable to reach a parent or guardian, an administrative release may be obtained. Offenses are accumulated throughout the school year.

#### Washington's Truancy Petition Process - “The Becca Bill”

**Student is absent:**

The school determines if the absence is unexcused. (RCW 28A.225.020(2)).

**Student has one unexcused absence in one month:**

The school shall inform the parents of the potential consequences of additional unexcused absences (RCW 28A.225.020(1)(a)).

**Student has two unexcused absences in one month:**

The school shall schedule a conference with the parents and the student and take additional steps described in the law (RCW 28A.225.020(1)(b)(c)).

**Student has five unexcused absences in one month:**

The school shall enter into an agreement with the student and the parents, or refer the student to a community truancy board that shall enter into the agreement, or *may* file a truancy petition with the Juvenile court (RCW 28A.225.030(2)(a)(b)(c)). The parent *may* file a Petition with the court if the school district fails to do so (RCW 28A.225.030(4)).

**Student has seven unexcused absences in one month or ten in one year:**

The school district *shall* file a truancy petition with the juvenile court (RCW 28A.225.030(1)).

**The Juvenile Court:**

The court shall schedule a hearing, unless other actions can be taken (RCW 28A.225.035(4)). If the truancy petition is granted, the court shall assume jurisdiction to intervene for a period of time determined by the court (RCW 28A.225.035(7)). The court has several options at this stage (RCW 28A.225.090(1)).

**If the child fails to comply with the court order:**

The court may order the child to report to a county detention facility, or may impose alternatives to detention such as community service (RCW 28A.225.090(2)). The court may fine the parents or impose community service in lieu of a fine (RCW 28A.225.090(3)).



## **APPENDIX D - DANGEROUS WEAPONS ON SCHOOL FACILITIES/PROPERTY:**

Dangerous Weapons:

Pursuant to RCW 9.41.250;

(1) Every person who:

- a) Manufactures, sells, or disposes of or possesses any instrument or weapon of the kind known as slung shots, sand club, or metal knuckles, or spring blade knife, or any knife the blade of which is automatically released by a spring mechanism or other mechanical device, or any knife having a blade which opens, or falls, or is ejected into a position by the force of gravity, or by an outward, downward, or centrifugal thrust or movement;
- b) Furtively carries with intent to conceal any dagger, dirk, pistol, or other dangerous weapon.
- c) Uses any contrivance or device for suppressing the noise of any firearm – RCW 9A.20
  1. *This section does not apply to: The possession of a spring blade knife by a law enforcement officer while the officer is on duty, or is transporting the knife to or from the place where the knife is stored when the officer is not on official duty.*
  2. *The storage of a spring blade knife by a law enforcement officer.*

Pursuant to RCW 9.41.280:

- (1) It is unlawful for a person to carry onto, or to possess on, public or private elementary or secondary school premises, school-provided transportation, or areas of facilities while being used exclusively by public or private schools;
  - a) Any Firearm;
  - b) Any other dangerous weapon as defined by RCW 9.41.250;
  - c) Any device commonly known as “nun-chu-ka sticks”;
  - d) Any device commonly known as “throwing stars”;
  - e) Any air-gun, to include pistol or air rifle;
  - f) Any portable device manufactured to function as a weapon commonly known as a stun gun.
  - g) Any device, object, or instrument which is used or intended to be used as a weapon with the intent to injure a person by electric shock, charge, or impulse.

Pursuant to RCW 28A.600.420:

- (1) Any elementary or secondary school student who is determined to have carried a firearm on, public elementary or secondary premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools, shall be expelled from school for not less than one year under RCW 28A.600.010. The Superintendent of the school district, educational service district, or state school for the blind, or the director of the Washington state center for childhood deafness and hearing loss, or the director designee, may modify the expulsion of a student on a case-by-case basis.
- (2) For the purpose of this section, “firearm” means a firearm as defined in 18 U.S.C. Sec. 921, and a “firearm” as defined in RCW 9.41.010.
- (3) This section shall be construed in a manner consistent with the individuals disabilities education act, 20 U.S.C. Sec. 1401 et seq.
- (4) Nothing in this section prevents a public school district, educational service district, the Washington state center for childhood deafness and hearing loss, or the state school for the blind if it has expelled a student from such students regular school setting from providing educational services to the student in an alternative setting.
- (5) This section does not apply to:
  - a) Any student while engaged in military education authorized by school authorities in which rifles are used but not other firearms.
  - b) Any student while involved in a convention, showing, demonstrating, lecture, or firearm safety course authorized by school authorities in which the rifles of collectors or instructors are handled or displayed but not other firearms.
  - c) Any student while participating in a rifle competition authorized by school authorities.

A school district may suspend or expel a student for up to one year subject to subsections (1), (3), (4) and (5) of this section, if the student acts in malice as defined under RCW 9A.04.110 and displays an instrument that appears to be a firearm, on public elementary or secondary school premises, public school-provided transportation, or areas of facilities while being used exclusively by public schools.

## **APPENDIX E – HOMEWORK COMPACT**

## **AREAS OF RESPONSIBILITY**

The responsibilities expected of the teacher, student, parent, and administrators are outlined below. Although this is a rather comprehensive list, it is not intended to be all-inclusive.

### **Teacher Responsibilities**

At the High School level, the teacher has autonomy to assign homework to their students based on what they believe will best assist the students in their educational program. The wide range of courses offered, the various levels of courses, and the diversified curricula are the reasons for this autonomy.

There are, however, certain procedures that all teachers, regardless of curriculum area, are expected to adhere to concerning homework. These include the following items:

1. Each teacher will distribute to every student written homework expectations at the beginning of each course. The expectations are to be reviewed by the student and parent, signed and returned to the teacher. When homework is assigned, expectations may include, but are not limited to, the following information:
  - The learning goal and purpose of each assignment.
  - Explain the instructions, allowing opportunities for questions and clarification.
  - Ensure practice and preparation homework assignments are brief.
  - A description of the various types of homework assignments a student might expect during the course.
  - The teacher will give the date each assignment is due.
  - The methods in which assignments will be given to the students.
  - The average amount of time a student might need to complete the different types of assignments.
  - The procedure for turning in assignments late.
  - The expected format of the assignment, e.g., medium to use, material, bibliography required, research style, etc.
  - A copy of the expectations will be kept in the main office.
2. The homework expectations will be shared with parents at Open House or Meet the Teachers night and posted online.
3. Teachers are to turn in homework expectations to their department supervisors at the beginning of each course for review and feedback.
4. Long Range and Large Scale Assignments need to be communicated to faculty. The following procedures are established:
  - A master board will be kept in a central location to highlight long-range assignments (white board in main office).

### **Student Responsibilities**

At the High School level, students are expected to understand the importance of homework, and are responsible to comply with each teacher's expectation.

The student will:

1. Read/review each teacher's expectations on homework.
2. Sign the homework expectations and return it to the teacher as instructed.

3. Take responsibility for getting all assignments, whether they are in class or not.
4. Make every effort to complete each homework assignment to the best of his/her ability.
5. Seek help from the teacher if he/she does not understand an assignment or has difficulty completing homework.
6. Stay after school upon request and/or when necessary to work on assignments with the teacher.
7. Complete assigned work. Homework is the responsibility of the student, not the parent, sibling, or other party. Homework is "practice" and the benefits of doing it well will be reaped at assessment times.
8. Make up missed assignments as indicated on each teacher's expectation.
9. Record homework as it is assigned.
10. Read and follow the policy against plagiarism as stated in the Code of Conduct.
11. Use Knight Academy as an after school support for homework completion and tutoring.

### **Parent Responsibilities**

Parents play a valuable role in the homework process. Their communication, guidance, and support of their son/daughter in the homework process are essential if the value of good homework practice is to be realized.

The parent should:

1. Review with their son/daughter each teacher's homework expectations at the beginning of each course, sign it, and have their son/daughter return it as requested.
2. Encourage good homework practice. Assist them in organizing their commitments, and try to establish a definitive time and place to do homework.
3. Assist with homework when necessary, not initially. Let the son/daughter know that assistance is available if requested, after they have attempted to do it on their own.
4. Help provide a quiet area that would be conducive to doing homework assignments.
5. Communicate to teachers when the parent feels the homework might be too difficult or too much or cannot be completed due to extenuating circumstances. Be willing to discuss this openly with the teacher and the son/daughter.
6. Encourage the students to seek help, or contact the teacher directly when the student is having difficulty.

### **Administrative Responsibilities (Principal, Assistant Principals, Supervisors)**

For homework to be considered an important means to success in all curricula, administrators need to be involved in the process. They are the educational leaders. Their leadership, support, and encouragement will assist all parties in the pursuit of good homework practices.

The Administrators will:

1. Review and monitor all teachers' homework expectations, and make appropriate recommendations to teachers before the expectations are communicated to the students.
2. Place homework on the agenda at least once a year at the department meetings. This is for the purpose of exchanging ideas and giving each other feedback and information.
3. Assist in the dissemination of the High School Homework Procedure and Practices.

4. Review homework procedures and practices periodically at faculty and supervisor meetings.

## **APPENDIX G – BSD STANDARDS BASED GRADING & REPORTING POLICY 2420P**

### **GRADING:**

#### **1. Course and grading consistency:**

Teachers measure student attainment of standards and assign grades based on consistent grading procedures that have been established within content areas and courses (6-12) or each grade level (K-5).

#### **2. No extra credit or bonus points:**

Teachers will not use extra credit or bonus points in determining student grades. Students will be encouraged to provide additional evidence of higher levels of achievement. Also, alternative assignments/assessments may be given to determine if a student is meeting standards.

#### **3. Academic dishonesty:**

Academic dishonesty is a behavior issue. The behavior penalty is delineated in the school discipline policy/code of conduct. The academic consequence for cheating and plagiarizing will be that the teacher will use a “zero” in the gradebook to communicate lack of evidence. If the student later demonstrates proficiency on the standard, the zero will be changed to reflect that. Upon request, the student will be provided with an alternate opportunity to demonstrate understanding. Parent notification will be delineated in the school discipline policy/code of conduct.

#### **4. Attendance:**

Attendance is a behavior issue and should not be used as a penalty in determining student grades. Performance-based course participation requirements, approved by the Bremerton School District Instructional Council, will be clearly stated in writing for earning of course credit/Pass at grades 6-12. An example for music participation requirements might be: Student must attend 3/4 of the concerts during the semester to earn a choir credit.

#### **5. No group scores will be used in determining individual student grades:**

Teachers determine grades based on individual student achievement of standards. As a result, academic proficiency level will reflect only measurement of the individual, not the group as a whole. Collaboration and teamwork may be measured separately under Skills for Success and/or College and Career Readiness Standards and will not exceed 10% of the overall course grade. Exceptions to this will be reviewed and approved by the Building Leadership Team and/or Instructional Council.

#### **6. Grades are determined by:**

Grades are determined by criterion-referenced i.e., absolute standards (national, state, district, course, and grade level standards). This means no norm-referencing or use of a bell curve to be used to distribute scores or grades.

#### **7. Grades are determined based on evidence:**

Grades are determined based on evidence from accurate assessments, some of which are common assessments. Formative assessments will not be calculated into a course grade but can be used as

evidence of progress toward meeting standards. Only summative assessments will be used in the calculation of course grades.

A. Accuracy requires:

1. Appropriate and clear targets derived from standards.
2. Sound design which would include:
  - a. Appropriate methods (assessment strategies that match learning goals. For example: knowledge learning goals may be assessed with selected response but skill learning goals must be assessed with performance assessments).
  - b. Well-written tasks and items
  - c. Appropriate sampling (sufficient items on each standard/concept tested and sufficient evidence for each standard /concept over a period of time)
3. Avoidance of bias

B. Summative Assessments

1. Content area classes/courses should include a combination of class/teacher-specific assessments and collaboratively-selected common assessments. Each department and grade level should determine the appropriate ratio of each type of assessment.
2. Teachers are encouraged to develop common summative assessments collaboratively.

8. Grades across content areas and within grade levels:

Grades across content areas and within grade levels will be determined using a body of evidence of achievement for each student. Teachers should look at patterns and trends in student achievement to determine the most consistent level of achievement (4-3-2-1 or A-BC- D).

1. If using measures of central tendency, consideration may be given to a student's mode and median scores, rather than a primary reliance on average score (mean).
2. If a mean (average) is used, then the other measures of central tendency should be reviewed to ensure that a true picture of academic achievement is determined/reported.
3. When learning is developmental and will grow with time and repeated opportunities, emphasis should be placed on the more recent evidence rather than giving equal weight to the total body of evidence.

9. Missing Evidence of Learning:

An Incomplete will be used when a student has not submitted required evidence of learning.

1. Teachers may use a "zero" in the gradebook to communicate lack of evidence on a summative assessment. If the student later demonstrates proficiency on the standard, the zero will be changed to reflect that. The conditions for completing a missing assignment must be established between the teacher and the student and it is the student's responsibility to meet those conditions.
2. When there is insufficient evidence of learning to report a semester grade, an "F" will be used for reporting student achievement.
3. In the instance of inadequate evidence for a semester report, a student has up to 15 school days following to request to enter into an incomplete contract. It is the student's responsibility to submit required evidence of learning to the teacher or the department chair. If inadequate evidence is submitted, then the F will remain on the permanent transcript.

10. Skills for Success: Up to 10% of a student's grade may be based on "Skills for Success" standards, determined and designated by each department to meet their specific instructional/behavioral needs.

## **APPENDIX H – BSD NONDISCRIMINATION AND SEXUAL HARASSMENT POLICY**

### **DISCRIMINATION**

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:

Inquiries regarding compliance and/or grievance procedures may be directed to the District's Title IX/RCW 28A.640 Officer and ADA Coordinator, Garth Steedman, at 360.473.1026, email [garth.steedman@bremertonschools.org](mailto:garth.steedman@bremertonschools.org) or the Section 504 Coordinator, Mike Sellers, at 360.473.4100, email [michael.sellers@bremertonschools.org](mailto:michael.sellers@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, contact your school or district office or view it online here: <http://www.bremertonschools.org/Page/332>. A copy of the policy is also included in this handbook.

### **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, contact your school or district office, or view it online here: <http://www.bremertonschools.org/Page/332>. A copy of the policy is also included in this handbook.

### **COMPLAINT OPTIONS: 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 Our Your Complaint**

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

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

Once the district receives your written complaint, the coordinator will give you a copy of the complaint procedure and make sure a prompt and thorough investigation takes place. The superintendent or designee will respond to you in writing within 30 calendar days—unless you agree on a different time period. If your complaint involves exceptional circumstances that demand a lengthier investigation, the district will notify you in writing to explain why staff need a time extension and the new date for their written response.

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

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

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

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

### **Complaint to OSPI**

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

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

Email: [Equity@k12.wa.us](mailto:Equity@k12.wa.us) | Fax: 360-664-2967

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

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

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision.

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

## **BSD POLICY 3205P – SEXUAL HARRASSMENT OF STUDENTS PROHIBITED**

The procedure is intended to set forth the requirements of Policy 3205, including the process for a prompt, thorough, and equitable investigation of allegations of sexual harassment and the need to take appropriate steps to resolve such situations. If sexual harassment is found to have created a hostile environment, staff must take immediate action to eliminate the harassment, prevent its reoccurrence, and address its effects.

This procedure applies to sexual harassment (including sexual violence) targeted at students carried out by other students, employees or third parties involved in school district activities. Because students can experience the continuing effects of off-campus harassment in the educational setting, the district will consider the effects of off-campus conduct when evaluating whether there is a hostile environment on campus. The district has jurisdiction over these complaints pursuant to Title IX of the Education Amendments of 1972, Chapter 28A.640, RCW and Chapter 392-190 WAC.

### **Notice**

- Information about the district's sexual harassment policy will be easily understandable and conspicuously posted throughout each school building, be reproduced in each student, staff, volunteer and parent handbook.
- In addition to the posting and reproduction of this procedure and Policy 3205, the district will provide annual notice to employees that complaints pursuant to this procedure may be filed at 134 Marion Ave. No., Bremerton, WA 98312.

### **Staff Responsibilities**

- In the event of an alleged sexual assault, the school principal will immediately inform: 1) the Title IX/Civil Rights Compliance Coordinator so that the district can appropriately respond to the incident consistent with its own grievance procedures; and 2) law enforcement.
- The principal will notify the targeted student(s) and their parents/guardians of their right to file a criminal complaint and a sexual harassment complaint simultaneously.

### **Confidentiality**



- If a complainant requests that his or her name not be revealed to the alleged perpetrator or asks that the district not investigate or seek action against the alleged perpetrator, the request will be forwarded to the Title IX Coordinator for evaluation.
- The Title IX Coordinator should inform the complainant that honoring the request may limit its ability to respond fully to the incident, including pursuing disciplinary action against the alleged perpetrator.
- If the complainant still requests that his or her name not be disclosed to the alleged perpetrator or that the district not investigate or seek action against the alleged perpetrator, the district will need to determine whether or not it can honor such a request while still providing a safe and nondiscriminatory environment for all students, staff and other third parties engaging in district activities, including the person who reported the sexual harassment. Although a complainant's request to have his or her name withheld may limit the district's ability to respond fully to an individual allegation of sexual harassment, the district will use other appropriate means available to address the sexual harassment.

### **Retaliation**

Title IX prohibits retaliation against any individual who files a complaint under these laws or participates in a complaint investigation. When an informal or formal complaint of sexual harassment is made, the district will take steps to stop further harassment and prevent any retaliation against the person who made the complaint, was the subject of the harassment, or against those who provided information as a witness.

The district will investigate all allegations of retaliation and take actions against those found to have retaliated.

### **Informal Complaint Process**

Anyone may use informal procedures to report and resolve complaints of sexual harassment. Informal reports may be made to any staff member. Staff will always notify complainants of their right to file a formal complaint and the process for same. Staff will also direct potential complainants to Dr. Garth Steedman, Title IX Coordinator, 360-473-1031. Additionally, staff will also inform an appropriate supervisor or professional staff member when they receive complaints of sexual harassment, especially when the complaint is beyond their training to resolve or alleges serious misconduct.

During the course of the informal complaint process, the district will take prompt and effective steps reasonably calculated to end any harassment and to correct any discriminatory effects on the complainant. If an investigation is needed to determine what occurred, the district will take interim measures to protect the complainant before the final outcome of the district's investigation (e.g., allowing the complainant to change academic or extracurricular activities or break times to avoid contact with the alleged perpetrator).

Informal remedies may include:

- An opportunity for the complainant to explain to the alleged harasser that his or her conduct is unwelcome, offensive or inappropriate, either in writing or face-to-face;
- A statement from a staff member to the alleged harasser that the alleged conduct is not appropriate and could lead to discipline if proven or repeated;

- A general public statement from an administrator in a building reviewing the district sexual harassment policy without identifying the complainant;
- Developing a safety plan;
- Separating students; or
- Providing staff and/or student training

Informal complaints may become formal complaints at the request of the complainant, parent/guardian, or because the district believes the complaint needs to be more thoroughly investigated.

The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

### **Formal Complaint Process**

#### ***Level One – Complaint to District***

Anyone may initiate a formal complaint of sexual harassment, even if the informal complaint process is being utilized. At any level in the formal complaint process, the district will take interim measures to protect the complainant before the final outcome of the district’s investigation.

The following process will be followed:

#### **Filing of Complaint**

- All formal complaints will be in writing and will set forth the specific acts, conditions or circumstances alleged to have occurred and to constitute sexual harassment. The Title IX Coordinator may draft the complaint based on the report of the complainant for the complainant to review and approve. The superintendent or Title IX Coordinator may also conclude that the
- district needs to conduct an investigation based on information in his or her possession, regardless of the complainant's interest in filing a formal complaint.
- The time period for filing a complaint is one year from the date of the occurrence that is the subject matter of the complaint. However, a complaint filing deadline may not be imposed if the complainant was prevented from filing due to: 1) Specific misrepresentations by the district that it had resolved the problem forming the basis of the complaint; or 2) Withholding of information that the district was required to provide under WAC 392-190-065 or WAC 392-190-005.
- Complaints may be submitted by mail, fax, e-mail or hand-delivery to the district Title IX Coordinator, Dr. Garth Steedman, at 134 Marion Ave. N., Bremerton, WA 98312, 360-473-1031, or email, [garth.steedman@bremertonschools.org](mailto:garth.steedman@bremertonschools.org). Any district employee who receives a complaint that meets these criteria will promptly notify the Coordinator.

#### **Investigation and Response**

- The Title IX Coordinator will receive and investigate all formal, written complaints of sexual harassment or information in the coordinator’s possession that they believe requires further investigation. The Coordinator will delegate his or her authority to participate in this process

if such action is necessary to avoid any potential conflicts of interest. Upon receipt of a complaint, the Coordinator will provide the complainant a copy of this procedure.

- Investigations will be carried out in a manner that is adequate in scope, reliable and impartial. During the investigation process, the complainant and accused party or parties, if the complainant has identified an accused harasser(s), will have an equal opportunity to present witnesses and relevant evidence. Complainants and witnesses may have a trusted adult with them during any district-initiated investigatory activities. The school district and complainant may also agree to resolve the complaint in lieu of an investigation. When the investigation is completed, the Coordinator will compile a full written report of the complaint and the results of the investigation.

### **Superintendent Response**

- The superintendent will respond in writing to the complainant and the alleged perpetrator within thirty (30) calendar days of receipt of the complaint, unless otherwise agreed to by the complainant or if exceptional circumstances related to the complaint require an extension of the time limit. In the event an extension is needed, the district will notify the complainant in writing of the reason for the extension and the anticipated response date. At the time the district responds to the complainant, the district must send a copy of the response to the office of the superintendent of public instruction.
- The response of the superintendent or designee will include: 1) a summary of the results of the investigation; 2) a statement as to whether a preponderance of the evidence establishes that the complainant was sexually harassed; 3) if sexual harassment is found to have occurred, the corrective measures the district deems necessary, including assurance that the district will take steps to prevent recurrence and remedy its effects on the complainant and others, if appropriate; 4) notice of the complainant's right to appeal to the school board and the necessary filing information; and 5) any corrective measures the district will take, remedies for the complainant (e.g., sources of counseling, advocacy and academic support), and notice of potential sanctions for the perpetrator(s) (e.g., discipline).
- The superintendent's or designee's response will be provided in a language the complainant can understand and may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act of 1964. If the complaint alleges discriminatory harassment by a named party or parties, the coordinator will provide the accused party or parties with notice of the outcome of the investigation and notice of their right to appeal any discipline or corrective action imposed by the district.
- Any corrective measures deemed necessary will be instituted as quickly as possible, but in no event more than thirty (30) days after the superintendent's mailing of a written response, unless the accused is appealing the imposition of discipline and the district is barred by due process considerations or a lawful order from imposing the discipline until the appeal process is concluded. Staff may also pursue complaints through the appropriate collective bargaining agreement process or anti-discrimination policy.
- The district will inform the complainant and their parent/guardian how to report any subsequent problems. Additionally, the district will conduct follow-up inquiries to see if there have been any new incidents or instances of retaliation, and to promptly respond and appropriately address continuing or new problems. Follow-up inquiries will follow a timeline agreed to by the district and complainant.

## ***Level Two - Appeal to Board of Directors***

### **Notice of Appeal and Hearing**

- If a complainant disagrees with the superintendent's or designee's written decision, the complainant may appeal the decision to the district board of directors, by filing a written notice of appeal with the secretary of the board within ten (10) calendar days following the date upon which the complainant received the response.
- The board will schedule a hearing to commence by the twentieth (20th) calendar day following the filing of the written notice of appeal, unless otherwise agreed to by the complainant and the superintendent or for good cause.
- Both parties will be allowed to present such witnesses and testimony as the board deems relevant and material.

### **Board Decision**

- Unless otherwise agreed to by the complainant, the board will render a written decision within thirty (30) calendar days following the filing of the notice of appeal and provide the complainant with a copy of the decision.
- The decision will be provided in a language that the complainant can understand which may require language assistance for complainants with limited English proficiency in accordance with Title VI of the Civil Rights Act.
- The decision will include notice of the complainant's right to appeal to the Superintendent of Public Instruction and will identify where and to whom the appeal must be filed. The district will send a copy of the appeal decision to the office of the superintendent of public instruction.

## ***Level Three - Complaint to the Superintendent of Public Instruction***

### **Filing of Complaint**

- If a complainant disagrees with the decision of the board of directors, or if the district fails to comply with this procedure, the complainant may file a complaint with the superintendent of public instruction.
- A complaint must be received by the Superintendent of Public Instruction on or before the twentieth (20) calendar day following the date upon which the complainant received written notice of the board of directors' decision, unless the Superintendent of Public Instruction grants an extension for good cause. Complaints may be submitted by mail, fax, electronic mail, or hand delivery.
- A complaint must be in writing and include: 1) A description of the specific acts, conditions or circumstances alleged to violate applicable anti-sexual harassment laws; 2) The name and contact information, including address, of the complainant; 3) The name and address of the district subject to the complaint; 4) A copy of the district's complaint and appeal decision, if any; and 5) A proposed resolution of the complaint or relief requested. If the allegations regard a specific student, the complaint must also include the name and address of the student, or in the case of a homeless child or youth, contact information.

### **Investigation, Determination and Corrective Action**

- Upon receipt of a complaint, the Office of the Superintendent of Public Instruction may initiate an investigation, which may include conducting an independent on-site review.

OSPI may also investigate additional issues related to the complaint that were not included in the initial complaint or appeal to the superintendent or board.

- Following the investigation, OSPI will make an independent determination as to whether the district has failed to comply with RCW 28A.642.010 or Chapter 392-190, WAC and will issue a written decision to the complainant and the district that addresses each allegation in the complaint and any other noncompliance issues it has identified. The written decision will include corrective actions deemed necessary to correct noncompliance and documentation the district must provide to demonstrate that corrective action has been completed.
- All corrective actions must be completed within the timelines established by OSPI in the written decision unless OSPI grants an extension. If timely compliance is not achieved, OSPI may take action including but not limited to referring the district to appropriate state or federal agencies empowered to order compliance.

A complaint may be resolved at any time when, before the completion of the investigation, the district voluntarily agrees to resolve the complaint. OSPI may provide technical assistance and dispute resolution methods to resolve a complaint.

#### ***Level Four - Administrative Hearing***

A complainant or school district that desires to appeal the written decision of the Office of the Superintendent of Public Instruction may file a written notice of appeal with OSPI within thirty (30) calendar days following the date of receipt of that office's written decision. OSPI will conduct a formal administrative hearing in conformance with the Administrative Procedures Act, Chapter 34.05, RCW.

#### **Other Complaint Options**

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

OCR enforces several federal civil rights laws, which prohibit discrimination in public schools on the basis of race, color, national origin, sex, disability, and age. File complaints with OCR within 180 calendar days of the date of the alleged discrimination.

206-607-1600 | TDD: 1-800-877-8339 | OCR.Seattle@ed.gov | www.ed.gov/ocr

##### *Washington State Human Rights Commission (WSHRC)*

WSHRC enforces the Washington Law Against Discrimination (RCW 49.60), which prohibits discrimination in employment and in places of public accommodation, including schools. File complaints with WSHRC within six months of the date of the alleged discrimination.

1-800-233-3247 | TTY: 1-800-300-7525 | www.hum.wa.gov

#### **Mediation**

At any time during the complaint procedure set forth in WAC 392-190-065 through 392-190-075, a district may, at its own expense, offer mediation. The complainant and the district may agree to extend the complaint process deadlines in order to pursue mediation.

The purpose of mediation is to provide both the complainant and the district an opportunity to resolve disputes and reach a mutually acceptable agreement through the use of an impartial

mediator. Mediation must be voluntary and requires the mutual agreement of both parties. It may be terminated by either party at any time during the mediation process. It may not be used to deny or delay a complainant's right to utilize the complaint procedures.

Mediation must be conducted by a qualified and impartial mediator who may not:

1) Be an employee of any school district, public charter school, or other public or private agency that is providing education related services to a student who is the subject of the complaint being mediated; or 2) Have a personal or professional conflict of interest. A mediator is not considered an employee of the district or charter school or other public or private agency solely because he or she serves as a mediator.

If the parties reach agreement through mediation, they may execute a legally binding agreement that sets forth the resolution and states that all discussions that occurred during the course of mediation will remain confidential and may not be used as evidence in any subsequent complaint, due process hearing or civil proceeding. The agreement must be signed by the complainant and a district representative who has authority to bind the district.

### **Training and Orientation**

A fixed component of all district orientation sessions for staff, students and regular volunteers will introduce the elements of this policy. Staff will be provided information on recognizing and preventing sexual harassment. Staff will be fully informed of the formal and informal complaint processes and their roles and responsibilities under the policy and procedure.

Certificated staff will be reminded of their legal responsibility to report suspected child abuse, and how that responsibility may be implicated by some allegations of sexual harassment. Regular volunteers will get the portions of this component of orientation relevant to their rights and responsibilities.

Students will be provided with age-appropriate information on the recognition and prevention of sexual harassment and their rights and responsibilities under this and other district policies and rules at student orientation sessions and on other appropriate occasions, which may include parents. As part of the information on the recognition and prevention of sexual harassment staff, volunteers, students and parents will be informed that sexual harassment may include, but is not limited to:

- Demands for sexual favors in exchange for preferential treatment or something of value;
- Stating or implying that a person will lose something if he or she does not submit to a sexual request;
- Penalizing a person for refusing to submit to a sexual advance, or providing a benefit to someone who does;
- Making unwelcome, offensive or inappropriate sexually suggestive remarks comments, gestures, or jokes; or remarks of a sexual nature about a person's appearance, gender or conduct;
- Using derogatory sexual terms for a person;
- Standing too close, inappropriately touching, cornering or stalking a person; or
- Displaying offensive or inappropriate sexual illustrations on school property.

### **Policy and Procedure Review**

Annually, the superintendent or designee will convene an ad hoc committee composed of representatives of certificated and classified staff, volunteers, students and parents to review the use and efficacy of this policy and procedure. The compliance officer will be included in the committee. Based on the review of the committee, the superintendent will prepare a report to the board including, if necessary, any recommended policy changes. The superintendent will consider adopting changes to this procedure if recommended by the committee.

## **Discipline Infractions and Minimum Consequences**

Students are responsible and are held accountable for the rules and regulations of the Bremerton School District and Bremerton High School. **Students who violate these rules and regulations will be subject to restitution and/or progressive discipline.** Progressive discipline means that the first time a student is referred for a specific infraction, one consequence is applied; the second referral for a similar infraction results in a more severe consequence that is consistently applied.

The list below identifies the minimum disciplinary consequence. School Discipline may include detention, Wednesday School (12:05 pm to 2:05 pm), or in-school suspension. Disciplinary consequences are progressive and law enforcement will be notified when appropriate. For complete descriptions, please see the Bremerton High School Parent/Student Handbook. This is available online on the Bremerton High School Website <http://www.bremertonschools.org/Domain/9>.

<b>ABUSE, DAMAGE, OR THEFT OF SCHOOL PROPERTY:</b>	School Discipline
<b>DESTRUCTION OF PROPERTY:</b>	School Discipline/Possible Restitution
<b>ACADEMIC NON-COMPLIANCE:</b>	Classroom Interventions/School Discipline
<b>ALCOHOL/DRUGS/DRUG PARAPHERNALIA:</b>	Long-term Suspension
<b>ALTERATION OF RECORDS:</b>	Short-term Suspension
<b>ARSON:</b>	Long-term Suspension/Law Enforcement
<b>ASSAULT:</b>	Long-term Suspension/Law Enforcement
<b>BOMB THREAT:</b>	Long-term Suspension/Law Enforcement
<b>BULLYING:</b>	School Discipline
<b>BURGLARY:</b>	Long-term Suspension/Law Enforcement
<b>CHEATING / ACADEMIC DISHONESTY (INCLUDING INTERNET PLAGIARISM):</b>	School Discipline
<b>CLOSED CAMPUS VIOLATION:</b>	School Discipline
<b>DANGEROUS BEHAVIOR:</b>	Short-term Suspension
<b>DANGEROUS ITEMS:</b>	School Discipline
<b>DEFIANCE (INCLUDING FALSE OR MISLEADING STATEMENTS):</b>	School Discipline
<b>DEFIANCE (GROSS):</b>	Short-term Suspension
<b>DISRUPTIVE CONDUCT:</b>	School Discipline
<b>DISRUPTIVE DRESS/ APPEARANCE/DRESS CODE VIOLATIONS:</b>	School Discipline
<b>EXTORTION/BLACKMAIL/COERCION:</b>	Long-term Suspension
<b>FALSE ALARMS/FIRE APPARATUS:</b>	Long-term Suspension
<b>FALSE ACCUSATIONS/DEFAMATION:</b>	School Discipline
<b>FIGHTING:</b>	Short-term Suspension
<b>FRAUD/FORGERY:</b>	School Discipline
<b>GANG ACTIVITY:</b>	Short-term Suspension
<b>GAMBLING:</b>	School Discipline
<b>HARASSMENT:</b>	School Discipline
<b>INAPPROPRIATE DISPLAY OF AFFECTION:</b>	School Discipline
<b>LITTERING:</b>	School Discipline
<b>NUISANCE ITEMS:</b>	School Discipline
<b>PORNOGRAPHY:</b>	Short-term Suspension
<b>ROBBERY:</b>	Long-term Suspension/Law Enforcement
<b>TARDINESS:</b>	School Discipline
<b>THEFT (INCLUDING ELECTRONIC DATA THEFT):</b>	Short-term Suspension
<b>TOBACCO:</b>	Short-term Suspension
<b>TRUANCY/UNEXCUSED ABSENCES:</b>	School Discipline
<b>UNAUTHORIZED AREA/TRESPASSING:</b>	School Discipline
<b>VULGAR/LEWD ACTIVITY:</b>	School Discipline
<b>WEAPONS:</b>	Emergency Expulsion



**Bremerton High School – STUDENT EXPECTATIONS  
PARENT/GUARDIAN AND STUDENT ACKNOWLEDGEMENT**

**STUDENT & PARENT/GUARDIAN ACKNOWLEDGEMENT**

- I understand it is my responsibility to read the BHS Student/Parent Handbook. The handbook is accessible online under **BHS Parents/Students section of Bremerton School District** at [www.bremertonschools.org](http://www.bremertonschools.org). A hard copy is available upon request through the counseling office.
- I understand what is expected regarding student behavior and I have reviewed BHS Students’ Rights and Responsibilities, school expectations, attendance procedures, explanations of sexual harassment, and procedures related to computer use and access to the Internet which are available on the BHS website and in the main office.
- I understand that possession of a firearm on school property will result in expulsion from school for one year. I understand that any student in possession of explosive devices or dangerous weapons including but not limited to knives, clubs, air guns, “throwing stars”, “nun-chu-ka sticks”, or look-alike weapons on school property, at designated bus stops or at school sponsored events shall be subject to suspension up to a maximum of 90 student days or expulsion.
- I also understand the consequences for disciplinary infractions including, but not limited to: truancy; possession or use of alcohol, drugs and tobacco products, sexual harassment, and computer misuse.
- I understand the policies, procedures and consequences for disciplinary infractions related to: Students’ Rights and Responsibilities; District Weapons Policy; District Harassment/Intimidation/Bullying Policy including Cyber Bullying.

I have read and understand policies related to Bremerton High School Student Expectations.

✓ \_\_\_\_\_

Student (Print Name)	Signature (Required)	Grade	Date
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✓ \_\_\_\_\_

Parent/Guardian (Print Name)	Signature (Required)	Date
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**SCHOOL COMMUNICATION REGARDING UNEXCUSED ABSENCES**

Information regarding unexcused student absences is provided to parents on the day of occurrence through an automated phone system. **We would encourage you to check with your system provider to determine if there is a means to unblock calls from BSD.** If your answering machine does not accept recorded messages and/or rejects calls from unidentified phone numbers, the school will contact you by alternative means. This may include a phone call, e-mail, or letter.

**INTERNET ACCESS FOR STUDENTS**

- I understand if I do not want my child to have Internet access at school I will need to WRITE MY INITIALS in the space next to the statement below.

**I DO NOT want my child to have Internet access at school:** \_\_\_\_\_  
(Parent Initials)

**\*REMOVE THIS PAGE FROM THE HANDBOOK, SIGN AND RETURN TO YOUR KNIGHT SKILLS ADVISOR.\***