



**2011 - 2012**

**Consistent**

**Discipline Handbook K-12**

**District Goal for 2010-2015:**

**All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.**

**Diversity Statement:** The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Title II Officer- Dr. Carl Mead, 503-591-4311

Title IX Officer- Holly Lekas, 503-591-4429

District 504 Manager, Constance Bull, 503-591-4365

For prompt and equitable resolution of student and employee complaints alleging discrimination based on sex or disability, please refer to Administrative Regulation AC. For information on harassment complaint procedures, refer to Administrative Regulations GBN/JBA, GBNA or JFCF.



**Jeff Rose, Ed.D.**  
Superintendent of Schools  
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Beaverton, OR 97006  
503-591-4401 FAX 503-591-4175

***District Goal for 2010-15:***

*All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.*

September 2011

Dear Students and Parents:

I am extremely excited about the 2011-12 school year. As I transition to Beaverton School District, I continually hear about the pride of our students, parents, educators and the community in our schools. Through an annual survey, the majority of parents recently rated our schools as safe. We are an organization where outstanding educators build partnerships with students and parents each day. The end result is a system of schools functioning at a very high level.

We want each of our students to:

- Have access to and succeed in challenging courses;
- Meet or exceed academic standards;
- Graduate from high school, and
- Be fully prepared for the next step in the student's future.

In order to successfully achieve these four objectives, it is imperative that we have a solid foundation of safety and student discipline at each of our 51 campuses. We cannot have quality learning environments in our community's schools without a high level of safety. And, we cannot have safety without exceptional student discipline.

The Beaverton School District has a history of effective student discipline that started with an emphasis on safety during the 1994-95 school year. Once again this school year a team of parents, teachers and administrators reviewed constructive comments we received during the past year and revised the *Consistent Discipline Handbook*.

Our schools must continue to be optimal for student learning. I am asking all District students and parents to form a partnership with our staff. **Students:** you will be able to take advantage of an outstanding education if you actively attend school, study hard and follow all the Consistent Discipline Handbook regulations. **Parents:** as partners, I ask that you send your children to school on all attendance days and that you and your child(ren) become familiar with this Handbook. **Our staff will be asking you to sign the form enclosed indicating that you have read the *Consistent Discipline Handbook*.** Thank you in advance for your cooperation.

Your assistance, support, and commitment with the District behavior regulations and the four objectives above are of great importance for your child's education. All of our staff members join you in looking forward to a successful new school year.

Sincerely,

Jeff Rose  
Superintendent of Schools

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## School Board Members

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Karen Cunningham   Jeff Hicks   LeeAnn Larsen   Tom Quillin   Lisa Shultz   Sarah Smith   Mary VanderWeele

## Consistent Discipline Handbook Committee Members 2011-2012

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**Sheila Bell**, Systems Support Specialist, Information & Technology

**Constance Bull**, Special Education Attorney

**Lenore Carlson**, Systems Support Specialist, Information & Technology

**Colleen Conceicao**, Support Contact, Teaching & Learning

**Brian Curl**, Assistant Principal, Aloha High School

**Sgt. Darren Fletchall**, Beaverton Police

**Lawrence Gillespie**, Assistant Principal, Whitford Middle School

**Lori Krumm**, Teacher, Southridge High School

**Holly Lekas**, Executive Director/Facilitator, Teaching & Learning

**Sean Leverty**, TOSA-Mentor, Teaching & Learning

**Wei-Wei Lou**, Administrator for ELL/Bilingual Programs, ESL Welcome Center

**Erica Marson**, Assistant Principal, Beaver Acres

**Julie McCloud**, Washington County Crime Prevention

**Debbie Olson**, Technical Support, Teaching & Learning

**Camellia Osterink**, Beaverton School District Attorney

**Brian Peerenboom**, Student Supervisor, Highland Park Middle School

**Aaron Persons**, Assistant Principal, Five Oaks Middle School

**Sgt. Robert Phillippi**, Washington County Sheriff

**Claudia Ruf**, Principal, Mt. View Middle School

**Glen Rutherford**, Principal, Raleigh Park Elementary School

**Patrick Sliger**, Facilitator, Special Education

**Kevin Sutherland**, Director of Safety and Security, Administration Office

**Donna Tyner**, Parent Volunteer

**Maureen Wheeler**, Public Communication Officer, Communications & Community Involvement

**Nicole Will**, Principal, Cooper Mountain Elementary School

## 2010-2015 Strategic Plan for Beaverton School District

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### **Our vision:**

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Students are at the center of our vision. Their individual achievement is our collective responsibility.

- We fundamentally believe that every single child has unique gifts and talents, and we are committed to help discover and develop them.
- Success belongs to each student and will not be predicted by race, ethnicity, family economics, mobility, gender, disability, or initial proficiencies.
- All children will have choices for their future success and will carry with them a life-long love of learning that enhances their lives and supports generations that follow.
- High standards and high expectations drive our students, our staff, and our community.
- Every staff member commits to professional growth, excellence, and success.
- We are strongly connected to our families and the local and global communities.

### **Our mission:**

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- Engage our students in rigorous and joyful learning experiences that meet their individual needs so they may thrive, contribute, compete, and excel.

### **The goal of our work:**

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- All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

### **Our core strategies:**

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- Develop a customized learning plan for every student that is relevant, current, and challenging.
- Hire, develop, and retain qualified, committed, and diverse staff throughout the District.
- Strengthen student learning experiences through teacher collaboration, student proficiency, differentiation, and common assessment.
- Employ technology to support innovation and excellence.
- Directly connect parents and the community to student learning and students to community life.
- Ensure a safe and caring learning environment for students and staff.
- Regularly review and improve the strategic plan and the implementation details that support it.

## 2010-15 Strategic Plan for Beaverton School District

### **The values we embrace:**

The following values are an integral part of everything we do at the District and are woven into every element of our strategic plan.

- **Rigor.** We set high standards and high expectations and relentlessly pursue success.
- **Curiosity.** A desire to understand, to know more, and to explore is the foundation of engaged learning.
- **Diversity.** Diversity is an essential asset of our community and a source of learning and opportunity in our schools.
- **Equity.** Student achievement belongs to each student and will not be predicted by race, ethnicity, family economics, mobility, gender, disability, or initial proficiencies.
- **Balance.** We nurture the whole child and promote joy and well-being among students and our staff.
- **A great place to work.** We create an environment that nurtures passion for great work, collaboration, and leadership.
- **Accountability.** We manage resources wisely and create results that surpass the expectations of the community.
- **Communication.** Our communication is honest, clear, and transparent.
- **Sustainability.** We embrace our stewardship responsibility for our environment and our community, and manage our activities with future generations in mind.
- **Scholarship.** We are committed to learning that is life-long, self-directed, and community-supported.

## Our Responsibilities

### To Parents/Guardians and Their Students:

This handbook is intended to share information helpful to parents/guardians and students. Many of the provisions in the handbook are required to be shared with you under state or federal regulations. Unfortunately, the sheer volume and character of some of the provisions may give the impression of an overly formal school system rather than a friendly, personal one. Therefore, the board and administration, in sharing this handbook, would like you to understand that they seek to cultivate an active partnership with you in the education of your children. The information contained in this handbook is intended to enrich this partnership through understanding expectations for student conduct and your right as parents/guardians or students. What is more important than these written provisions, however, is maintaining open communication with you on issues affecting your child's progress and growth. Administrators and staff pledge to work cooperatively with you as parents and students, to make the educational experience in Beaverton Schools positive and successful.

### Parents/Guardians Have a Right to:

- a. Receive regular official reports of the student's academic progress and attendance.
- b. Make recommendations and give input to educational planning.
- c. Request and be granted conferences with teachers and/or the principal.
- d. Receive explanations from teachers for student's grades.
- e. Receive explanations of the application of the Range of Consequences.
- f. Read all school records pertaining to their students, within appropriate guidelines.

- g. Obtain full information on any rights referred to but not explained in this handbook.
- h. Under the Elementary & Secondary Education Act (also known as the No Child Left Behind Act), parents are entitled to information concerning the qualifications of their child's professional classroom teacher and, if appropriate, any paraprofessional that is providing services. As parents, you are entitled to the following information:
  1. If your child's teacher has completed the licensing standards which meet state requirements for the grades taught.
  2. If your child's teacher teaches under an emergency or provisional status.
  3. The academic degree(s) or other professional certification of your child's teacher.
  4. If your child receives services from paraprofessionals and information about their training.

# Our Responsibilities

## Students

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Students will show responsibility by

- coming to school each day
- knowing and following school rules
- working hard to do their best in class and in school work
- helping to keep their school safe
- asking for help when they need it
- showing respect for and cooperating with other students and adults
- reporting infractions of school rules to staff
- respecting diversity

## Parents

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Parents will help children learn to take responsibility by

- having high expectations for their children as individuals
- ensuring their children attend school and be on time
- finding a quiet place at home for school work and making sure work is completed
- helping their children learn and resolve conflicts in positive ways
- communicating and working with teachers and other school staff to support and challenge their children
- respecting school staff
- respecting diversity

## Educators/School Staff

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Educators will help parents and students by

- respecting, encouraging and supporting them
- believing that all students can achieve and taking action to create access for learning
- showing that they care about all students
- having challenging academic and behavioral expectations for students
- providing a positive learning environment
- creating an atmosphere of open communication for students seeking help
- communicating and working with families to support and challenge their children
- respecting diversity

## Community Members

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Community Members will help parents, students, and educators by

- respecting, encouraging and supporting them
- being active, contributing partners with the schools
- making Beaverton a safe and exciting place for them to live and work
- respecting diversity

## Range of Consequences

We expect, encourage and trust our students to be safe and make healthy decisions regarding their behavior. When students make poor decisions, there are consequences for their actions. The following chart shows the consequential actions which will occur for each infraction. A minimum to maximum range is listed, as well as disciplinary action for first or repeated occurrences.

Students are held accountable to rules/expectations at school, while traveling to and from school, at school sponsored events, while at other schools in the District, and while off campus whenever such conduct disrupts or interferes with the discipline or general welfare of the school. Oregon Revised Statutes 339.250 states it is the duty of the student to comply with rules for the government of the school. Oregon Administrative Rule 581-021-0055, and Beaverton School District Board Policy JG and JGD/JGE support expulsion recommendation.

School officials consider the student's behavior record prior to taking action. The action taken shall be commensurate with the inappropriate behavior. If a student has repeated or been involved in inappropriate conduct, then consequential action may be the maximum action listed. **In the case of severe violation of rules, the consequential action may extend beyond these guidelines, even for the first offense.** For students with disabilities eligible under IDEA and/or Section 504, behavioral consequences will be related to the requirements of IDEA and Section 504. (See *Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting, pg. 33.*)

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
<b>ALCOHOL</b>	First	Suspension	Expulsion
<b>CODE 1 - PG. 15</b>	Repeated	Expulsion	Expulsion
<b>ASSAULT</b>	First	Suspension	Expulsion
<b>CODE 2- PG. 17</b>	Repeated	Suspension	Expulsion
<b>AUTOMOBILE MISUSE</b>	First	Admin. Intervention	Expulsion
<b>CODE 3 - PG. 17</b>	Repeated	Parent Involvement	Expulsion
<b>BULLYING/HARASSMENT</b>	First	Admin. Intervention	Suspension
<b>CODE 4 - PG. 18</b>	Repeated	Parent Involvement	Expulsion
<b>BUS MISCONDUCT</b>	First	Admin. Intervention	Expulsion
<b>CODE 5 - PG. 18</b>	Repeated	Loss of Privileges	Expulsion
<b>CLOSED CAMPUS</b>	First	Admin. Intervention	Suspension
<b>CODE 6 - PG. 19</b>	Repeated	Parent Involvement	Suspension
<b>DANGEROUS DRUGS</b>	First	Suspension	Expulsion
<b>CODE 7 - PG. 19</b>	Repeated	Expulsion	Expulsion

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
<b>DEFIANCE OF AUTHORITY</b>	First	Conference	Suspension
<b>CODE 8 - PG. 20</b>	Repeated	Parent Involvement	Expulsion
<b>DISORDERLY OR DISRUPTIVE CONDUCT</b>	First	Admin. Intervention	Expulsion
<b>CODE 9 - PG. 20</b>	Repeated	Parent Involvement	Expulsion
<b>DISRUPTIVE APPEARANCE/STUDENT DRESS</b>	First	Admin. Intervention	Suspension
<b>CODE 10 - PG. 20</b>	Repeated	Parent Involvement	Expulsion
<b>EXTORTION</b>	First	Parent Involvement	Expulsion
<b>CODE 11 - PG. 20</b>	Repeated	Suspension	Expulsion
<b>FIGHTING</b>	First	Suspension	Expulsion
<b>CODE 12 - PG. 21</b>	Repeated	Suspension	Expulsion
<b>FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY</b>	First	Suspension	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 13 - PG. 21</b>	Fire Marshal and Public Safety Office Notified		
<b>FIRE TOOLS/IGNITION SOURCES</b>	First	Admin. Intervention	Suspension
<b>CODE 14 - PG. 21</b>	Repeated	Parent Involvement	Suspension
<b>FORGERY, LYING OR ACADEMIC INTEGRITY</b>	First	Parent Involvement	Suspension
<b>CODE 15 - PG. 21</b>	Repeated	Detention	Expulsion
<b>GAMBLING</b>	First	Admin. Intervention	Suspension
<b>CODE 16 - PG. 21</b>	Repeated	Conference	Suspension
<b>LEWD CONDUCT/PROFANITY</b>	First	Admin. Intervention	Expulsion
<b>CODE 17 - PG. 21</b>	Repeated	Parent Involvement	Expulsion
<b>LOITERING (AFTER SCHOOL SUPERVISION)</b>	First	Conference	Parent Involvement
<b>CODE 18 - PG. 22</b>	Repeated	Conference	Suspension

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
<b>MEDICATION</b>	First	Parent Involvement	Expulsion
<b>CODE 19 - PG. 22</b>	Repeated	Suspension	Expulsion
<b>PHYSICAL ALTERCATION MINOR</b>	First	Conference	Suspension
<b>CODE 20 - PG. 22</b>	Repeated	Suspension	Expulsion
<b>RECKLESSLY ENDANGERING</b>	First	Admin. Intervention	Expulsion
<b>CODE 21 - PG. 22</b>	Repeated	Parent Involvement	Expulsion
<b>SECRET SOCIETIES/GANGS</b>	First	Admin. Intervention	Expulsion
<b>CODE 22- PG. 22</b>	Repeated	Parent Involvement	Expulsion
<b>SEXUAL HARASSMENT</b>	First	Parent Involvement	Expulsion
<b>CODE 23 - PG. 24</b>	Repeated	Suspension	Expulsion
<b>TARDINESS</b>	First	Admin. Intervention	Conference
<b>CODE 24 - PG. 24</b>	Repeated	Conference	Suspension
<b>TECHNOLOGY MISUSE</b>	First	Admin. Intervention	Expulsion
<b>CODE 25 - PG. 24</b>	Repeated	Parent Involvement	Expulsion
	Public Safety Office Notified		
<b>THEFT</b>	First	Parent Involvement	Expulsion
<b>CODE 26 - PG. 25</b>	Repeated	Suspension	Expulsion
<b>THREATS/ MENACING/ HATE LISTS</b>	First	Parent Involvement	Expulsion
<b>CODE 27 - PG. 26</b>	Repeated	Suspension	Expulsion
	Law Enforcement and Public Safety Office Notified		
<b>TOBACCO</b>	First	Conference	Suspension
<b>CODE 28 - PG. 26</b>	Repeated	Disciplinary Reassignment / Detention	Suspension
<b>TRESPASSING</b>	First	Admin. Intervention;	Expulsion
	Repeated	Parent Involvement	Expulsion
<b>CODE 29 - PG. 26</b>	Trespass Notice; Public Safety Office Notified		

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
<b>UNEXCUSED ABSENCE</b>	First	Admin. Intervention	Suspension
	Repeated	Parent Involvement	Suspension
<b>CODE 30 - PG. 26</b>			
<b>VANDALISM</b>	First	Conference	Expulsion
	Repeated	Disciplinary Reassignment/Detention	Expulsion
<b>CODE 31 - PG. 26</b>			
<b>WEAPONS: DANGEROUS OR DEADLY, OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES</b>	Any	Suspension	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 32 - PG. 27</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		
<b>WEAPONS: EXPLOSIVE DEVICES</b>	First	Expulsion	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 33 - PG. 27</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		
<b>WEAPONS: FIREARMS</b>	Any	Expulsion	Expulsion
<b>CODE 34 - PG. 28</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		
<b>WEAPONS: KNIVES AND LOOK-ALIKE KNIVES</b>	First	Parent Involvement	Expulsion
	Repeated	Suspension	Expulsion
<b>CODE 35 - PG. 28</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		
<b>WEAPONS: LOOK-ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS</b>	Any	Suspension	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 36 - PG. 28</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		
<b>WEAPONS: OTHERS</b>	First	Parent Involvement	Expulsion
	Repeated	Suspension	Expulsion
<b>CODE 37 - PG. 28</b>	Public Safety Office Notified		

## Disciplinary Procedures

The following can be used by staff for guidance and also provides information to parents on how the consequences will be applied:

When administering disciplinary action, school officials will take into account the attitude of the child and any mitigating circumstances. The attitude of the child may be characterized in one of the following three ways:

1. Negligent: The child should have known of the negative effect of the behavior.
2. Reckless: The child knew of the probable negative effect of the misbehavior, but did not care.
3. Intentional: The child intended the negative results of misbehavior.

Mitigating circumstances may include:

- a. age
- b. self defense
- c. lack of knowledge of rules
- d. provocation
- e. inability to reason
- f. disability

Disciplinary consequences can range from informal talks to expulsion. Imposed consequences for misbehavior may include loss of time, loss of freedom, or loss of privilege. Examples of loss of time would be a timeout, withdrawal of recess, or requirement to stay after school. Loss of freedom might involve an educational assistant requiring a student to check with him/her every five minutes on the playground or accompany him/her on the playground, or restriction to a certain area of a playground. Loss of privilege could include withdrawal of library privileges, alternative setting/timeout from class, temporary or permanent suspension of bus riding privileges, suspension from school or expulsion.

The building principal will establish rules governing behavior at each school, and inform school employees of allowable consequences. Principals will also make provisions for documentation of misbehavior and consequences that apply. There will be documentation in

the student's behavioral records file of expulsion, long suspension, or alternative setting/timeout. Principals will maintain written documentation of disciplinary action as appropriate. Expulsions shall be recommended only by the school principal to the appropriate Executive Director. District procedures provide for written notification to the student's parents, identification of alternative education options (in appropriate circumstances), and information concerning the right to an expulsion hearing. The student will be suspended by the principal pending expulsion. The Administrator's decision, or if a hearing has been requested, the decision by the hearing's officer, will be communicated to the Superintendent. If the student and/or parent believe there has been a violation of due process, they may appeal the decision to the School Board.

### 1. Informal Discipline Procedures for Minor Infractions

Discipline for a minor infraction may be handled without parental notification and may result in the administration of less severe consequences. Each school will establish appropriate consequences for minor disciplinary infractions. Parents are encouraged to contact staff about questions and concerns related to discipline or consequences. Principals and teachers are encouraged to contact parents regarding student behavioral concerns.

### 2. Formal Discipline Procedures

More formal discipline procedures will involve parental notification and may result in the following consequences.

#### a. Suspension Process

Suspension (in or out of school) temporarily removes from a student the right of attending school or school activities and/or being on District school property. After reviewing available information, suspensions may be made by the principal or assistant principal with the approval of the principal. The length of the suspension shall be determined by the severity of the act and previous behavior of the student.

Unless an emergency situation exists relating to health or safety, the student shall receive prior notice of suspendable conduct as set forth herein and pursuant to District policy, specification of individual charges against the student, and an opportunity to present his/her view of the alleged misconduct. The suspending administrator may postpone these procedures if there is a risk that harm will occur if the suspension does not take place immediately. In all cases, an administrator will notify the parent/guardian by letter and, when possible, by telephone, and the procedure for reinstatement will be explained. There is no appeal process beyond the school principal.

The period of suspension is not to exceed a maximum of ten (10) school days. In specific circumstances, a suspension may be continued until some specific pending action occurs such as physical or mental examination or incarceration by court action.

In cases involving use of alcohol/drugs, possession of alcohol/drugs, or being under the influence of alcohol/drugs, up to a ten (10) school days suspension period will be imposed.

#### **b. Expulsion Process**

Expulsion is the termination of the student's right to attend school, school activities, and/or be on any School District property for a substantial period not to extend beyond one calendar year. Expulsions shall be recommended only by the school principal to the appropriate Executive Director. District procedures provide for written notification to the student's parents, identification of alternative education options (in appropriate circumstances), and information concerning the right to an expulsion hearing. In case the parent or student have difficulty understanding the English language or have other serious communication difficulties, the District will provide an interpreter. The student will be suspended by the principal pending expulsion. The Administrator's decision, or if a hearing has been requested, the decision by the hearing's officer, will be communicated to the Superintendent. If the student and/or parent believe there has been a violation of due process, they may appeal the decision to the School Board.

In cases where the student brings a firearm or dangerous weapon to school or is in possession of a firearm or dangerous weapon at school, the expulsion period will be no less than one calendar year in length unless a modification is warranted.

Special procedures must be followed if a disabled student is suspended or expelled, and a relationship is shown between the behavior and the disability. (*See Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting, pg. 33*)

If an expulsion hearing is requested, the student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent. The school district's attorney may be present.

The student will be afforded the right to present his/her version of the charges and to introduce evidence by testimony, writings or other exhibits at the expulsion hearing.

Finally, the student will be permitted to be present and to hear the evidence presented by the District.

For students with disabilities, the right to due process is extended through IDEA and Section 504 of the Rehabilitation Act of 1973.

#### **c. Search and Inspection**

If school officials have reasonable suspicion to believe that a student either personally possesses or is in possession of some item that poses an immediate threat to the safety of the student, the official, or others at school, they are authorized to search the student and his/her personal property, or any School District property used by the student, and seize any items deemed injurious or detrimental to the safety, health, and welfare of the students and staff. Likewise, school officials may seize any item the school official believes demonstrates a violation of a law or school rule. Students are prohibited from using or possessing dangerous weapons, firearms, dangerous instruments, and/or hazardous or explosive materials or devices. On a random basis, drug sniffing dogs may be used to search lockers and vehicles, to detect contraband and viola-

tions of school rules and criminal laws.

To further protect students and provide a safer school environment, random inspections of lockers and other student storage areas may also occur at any-time. These areas remain in the possession and control of the school when they are assigned for student use. Students may use student storage areas for the limited purpose of temporarily keeping items needed for classes and other school activities. Students shall expect that lockers and other student storage areas will be inspected by the school from time to time without prior notice to assure that such areas are not being used for any unauthorized purpose. Students have no reasonable expectation of privacy in lockers and student storage areas. Prohibited items will be removed and held by the school. Any items removed during an inspection will be returned to the student, the student's parents or held for the police as necessary. Students will be disciplined if any prohibited items are found.

Items held or confiscated by the school will be evaluated for return to the proper owner upon completion of an investigation or a disciplinary action. Contraband or unlawful items, the possession of which violate the Beaverton School District Consistent Discipline Handbook, Beaverton School District policy, state laws, and/or federal laws shall not be returned to the student or to any representative of the student; such items shall be turned over to law enforcement officials. Other items left unclaimed after an investigation or disciplinary action will be disposed of by the school.

### **3. Required Reports to Law Enforcement Agencies**

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Violations of the District's rules related to guns and dangerous weapons, vandalism, the intentional or reckless destruction of material amounts of school property and causing severe bodily injury must be reported to the police. A school official may inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

### **4. A Student's Right to Hear His or Her Accuser**

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- a. **Complaints and Accusations Made by Staff Members:** A student may hear directly from the teacher or other staff member the specific complaints or descriptions of unacceptable behavior.
- b. **Complaints and Accusations Made by Other Students:**

In recognition of the special jeopardy in which student witnesses may be placed, and considering the possible traumatic affects on a student witness of adversary proceedings, the complaining student may not be required to face the accused nor to have his/her identity revealed. When it is determined that a complaining student ought not face the accused, a school official may then become the official complainant. However, extreme care must be exercised by school officials to ensure that a student is not unjustly disciplined based on false or on hearsay evidence. Student witness anonymity may not be protected in expulsion hearings or legal proceedings involving attorneys, police officers, and/or court officials.

### **Due Process**

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This handbook explains the major areas of inappropriate conduct and the consequences that may result for those students who do not follow the rules. All students are entitled to due process as it relates to discipline. In general, this means that no action will be taken against a student until the student has an opportunity to explain his/her version of the event after hearing the charges. When a student or the student's parent or guardian does not understand English, an adult interpreter shall be used. There are also procedures which students and parents/guardians must follow if they do not agree with the school's actions.

Hopefully, students will never be in a situation where they need the protection of due process. If, however, a student does become involved in a disciplinary action, both the student and the parent/guardian, upon request to the principal, will be given a more detailed description of the due process procedure.

## Range of Consequences - Detailed Information

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
ALCOHOL	First	Suspension	Expulsion
CODE 1	Repeated	Expulsion	Expulsion

Using, possessing, taking affirmative action to possess, sell, distribute, share, or willingly remain in a place where you knowingly permit others to sell, keep or use alcohol; or being under the influence of alcohol; or the use, possession, selling, distribution of any substance promoted as alcohol.

### Alcohol and/or Dangerous Drugs

#### Use, Possession and/or Intent to Possess

Students who possess, or take affirmative action to possess drug paraphernalia and/or use, possess or take affirmative action to possess or are under the influence of dangerous drugs and/or alcohol at school, while traveling to and from school, at school sponsored events, while at other schools in the District, and while off campus whenever such conduct has a direct effect on the discipline or general welfare of the school, are subject to immediate suspension and/or expulsion. The student is also subject to additional educational programs and obligations established by the District.

For drug and alcohol offenses committed by students with disabilities on IEP's, special education discipline due process protections must be followed. (See *Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting, pg. 33*). Note that for a student with a disability under Section 504 who is currently engaged in the illegal use of drugs or alcohol, a school may take any disciplinary measures pertaining to the use of possession of illegal drugs or use of alcohol as is taken for students without disabilities. No manifestation determination or due process procedures are required. However, a student with a disability under Section 504 who is not currently engaged in the illegal use of drugs or alcohol who commits a drug/alcohol offense, such as the possession, sale or distribution of drugs or alcohol, is afforded Section 504 protections, including a manifestation determination and due process procedures.

#### First Offense ■

The principal or assistant principal shall:

1. Notify and request a conference with the parents/guardians of the student.
2. Suspend the student for the violation of the District rules for up to ten (10) school days, with the expulsion recommendation pending.
3. Turn over all drug related evidence to the appropriate law enforcement agency.
4. Require that for the student to be readmitted into the District educational programs, an evaluation be performed by a District approved third party, off campus, at the parent's expense. The results of the evaluation and/or chemical dependency Level 1, 2, 3 or 4 treatment, if required, must be submitted to the principal or designee for consideration. The student and parents/guardians must agree to fulfill the recommendation of the evaluator and submit necessary progress reports to the principal or designee.

The student and parents/guardians must agree to fulfill the recommendation of the evaluator if Level 1, 2, 3 or 4 treatment for chemical dependency is recommended. They must also agree to fulfill the treatment plan until they are exited from treatment by the provider. They must also agree to the exchange of prog-

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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ress reports to the principal or designee with the treatment provider. Those students who enter Level 1 or higher treatment for chemical dependency are not required to enroll in the Beaverton School District Insight classes.

Recommendation for expulsion will be made if the student who is diagnosed as “no treatment recommended” fails to attend the required Beaverton School District’s Insight classes. Refer to

[www.beaverton.k12.or.us/pdf/parents/parents\\_Insight%20Book%20Webversion.pdf](http://www.beaverton.k12.or.us/pdf/parents/parents_Insight%20Book%20Webversion.pdf)

If the student’s parents/guardians refuse to permit the evaluation and/or Level 1, 2, 3 or 4 chemical dependency treatment, if recommended, a recommendation to the Executive Director for expulsion for a minimum of four (4) weeks or a maximum of up to the full extent of the law.

### Second Offense and/or Subsequent Offenses ■

The principal or assistant principal shall:

1. Notify and request a conference with parents/guardians of the student.
2. Suspend the student for the violation of the District rules for ten (10) school days pending a recommendation to expel up to the full extent of the law.
3. Notify appropriate law enforcement.
4. Turn over all drug related evidence to the appropriate law enforcement agency.

Any second offense that occurs after 36 months of a first offense shall not be recognized by the District as a second or subsequent offense.

### Distributing/Sharing

Students who share and/or distribute alcohol or other dangerous drugs to other students or persons at school, while traveling to and from school, at school sponsored events, while at other schools in the District, and while off campus whenever such conduct has a direct effect on the discipline or general welfare of the school are subject to immediate suspension and/or expulsion. The student is also subject to additional educational programs and obligations established by the District.

### First Offense ■

The principal or assistant principal shall:

1. Notify and request a conference with the parents/guardians of the student.
2. Suspend the student for the violation of District rules for ten (10) school days, pending a recommendation to expel for a minimum of four (4) weeks or a maximum of up to the full extent of the law.
3. Notify appropriate law enforcement/ juvenile agency.
4. Turn over all drug related evidence to the appropriate law enforcement agency.
5. Require that for a student to be readmitted into the District educational programs, a chemical abuse evaluation be performed by an approved third party, off campus, at the parent’s expense. The results of the evaluation and/or chemical dependency Level 1, 2, 3 or 4 treatment, if required, must be submitted to the principal or designee.

The student and parents/guardians must agree to fulfill the treatment plan of the evaluator and submit a release of information regarding attendance and progress to the principal or designee. When the agreed upon recommendations have been completed to the principal’s satisfaction, the expulsion recommendation may be reduced to a period of not less than four (4) weeks.

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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If the student or parent/guardian refuses to permit the evaluation and/or Level 1, 2, 3 or 4 chemical dependency treatment, if recommended, a recommendation for expulsion will be made to the Executive Director for up to the end of the term or to the full extent of the law.

If the assessment does not recommend treatment, upon readmittance into school, a student shall be required to attend the Beaverton School District Insight classes or a District approved alternative.

### Second Offense and/or Subsequent Offenses ■

The principal or assistant principal shall:

1. Notify and request a conference with parents/guardians of the student.
2. Suspend the student for the violation of the District rules for ten (10) school days pending a recommendation to expel up to the full extent of the law.
3. Notify appropriate law enforcement.

Any second offense that occurs after 36 months of a first offense shall not be recognized by the District as a second or subsequent offense.

### Selling

Students who sell alcohol and/or other dangerous drugs to another student or person at school, while traveling to and from school, at school sponsored events, while at other schools in the District, and while off campus, whenever such conduct has a direct effect on the discipline or general welfare of the school, shall be expelled from the School District up to the full extent of school rules and the law.

### Alternative Placement/Special Education

**All students expelled for any drug or alcohol violation will be given the opportunity to choose two alternative placements to continue their education. The appropriate placement for students eligible for special education services under IDEA will be determined at an IEP meeting by the student's IEP team. Students who are eligible for services under Section 504 will be reevaluated and have their 504 plan reviewed prior to a change placement.**

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
ASSAULT	First	Suspension	Expulsion
CODE 2	Repeated	Suspension	Expulsion

Intentionally, knowingly or recklessly causing physical injury to another. *(See Codes: Fighting and Physical Altercation Minor.)*

AUTOMOBILE MISUSE	OCCURRENCES	MINIMUM	MAXIMUM
CODE 3	First	Admin. Intervention	Expulsion
	Repeated	Parent Involvement	Expulsion

Not following rules and regulations concerning vehicles on school premises. Students driving licensed motor vehicles shall register the vehicle with the school office and should park in the designated areas. Registered cars are not to be used during the school hours without parental permission and/or school authorization. Only high school students are permitted to drive a motor vehicle to school. *(See Attendance and Driver's Permit and License, pg. 36)*

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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**Student Driver’s License - Forfeiture**

Students who are at least fifteen years of age may have their driver’s license suspended for no more than one year if they are suspended or expelled under the following conditions:

1. Bringing a weapon to school;
2. Suspended or expelled at least twice for:
  - assaulting or menacing a District employee or another student;
  - willful damage or injury to District property;
  - use of threats, intimidation, harassment or coercion against a District employee or another student.

Should a student again be expelled or suspended for any of these reasons after the suspension of the driver’s license for one year, the School District may request suspension of driver’s privileges or the right to apply for driving privileges until the student is twenty-one years of age. A meeting with the parent or guardian will be held prior to submitting such request to the Department of Transportation. A student may appeal District decisions regarding driving privileges under established due process procedures for suspensions and expulsions.

<b>BULLYING/HARASSMENT</b>	First	Admin. Intervention	Suspension
CODE 4	Repeated	Parent Involvement	Expulsion

Includes language or behavior, verbal, electronic, and/or physical, which insults, ridicules, intimidates, or torments another person. (See Codes: Sexual Harassment and Threats/Menacing/Hate Lists.)

**Cyberbullying**

Any form of harassment using electronic devices, commonly known as “Cyberbullying,” by students is prohibited and will not be tolerated in the District. “Cyberbullying” is the use of any electronic communications device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwarranted manner under a person’s true or false identity.

<b>BUS MISCONDUCT</b>	First	Admin. Intervention	Expulsion
CODE 5	Repeated	Loss of Privileges	Expulsion

Not following the posted instructions governing riding school buses may forfeit the student’s privilege to District provided bus transportation and may result in the stated consequential actions.

**Bus Misconduct**

The bus driver is responsible for the safety of the students, and staff members are responsible for maintaining order during field trips and establishing departure times unless hazardous conditions exist. Video cameras may be used on District transportation vehicles transporting students to and from school and/or extracurricular activities.

The following is a list of rules and regulations posted in each school bus.

The student who refuses to obey promptly the directions of the driver, or refuses to obey regulations, may receive

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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a bus citation, forfeit his/her privilege to ride on the bus, and/or may receive consequential actions from the Range of Consequences, as described in the *Consistent Discipline Handbook*.

1. The student is prohibited from fighting, wrestling, or what is defined as other boisterous activities.
2. The student shall use the emergency door only in case of emergency.
3. The student shall be on time for the bus both morning and evening.
4. The student shall not bring animals (except approved guide animals), glass, firearms, weapons, or other potentially hazardous material on the bus.
5. The student shall remain seated while the bus is in motion.
6. The student may be assigned a seat by the bus driver.
7. When necessary to cross the road, the student shall cross in front of the bus or as instructed by the bus driver.
8. The student shall not extend his/her hands, arms, or head through bus windows.
9. The student shall have written permission to leave the bus at a point other than at home or school.
10. The student shall converse in what is defined as normal tones; loud or vulgar language is prohibited.
11. The student shall not open or close windows without permission of the driver.
12. The student shall not throw items out of open bus windows.
13. The student shall keep the bus clean and must refrain from damaging the bus.
14. The student shall be courteous to the driver, to other students, and to passersby.
15. The student shall refrain from eating or drinking on the bus unless specific permission is granted by the driver.
16. Inflated balloons/latex products are banned on all Beaverton School District buses for safety and health reasons. This includes inflated balloons that are not latex (such as mylar balloons). The safety and health reasons for the ban are:
  - a. Safety—possible restricted vision by bus drivers by allowing inflated balloons on school buses.
  - b. Health—possible allergic reactions to latex products by students/other passengers.

<b>CLOSED CAMPUS</b>	First	Admin. Intervention	Suspension
<b>CODE 6</b>	Repeated	Parent Involvement	Suspension

Leaving school property without approved prearranged permission on file in the school office. (The closed school campus policy is in effect at every Beaverton District school.)

<b>DANGEROUS DRUGS</b>	First	Suspension	Expulsion
<b>CODE 7</b>	Repeated	Expulsion	Expulsion

Using, possessing, taking affirmative action to possess, selling, distributing, sharing, remaining in a place where you knowingly permit others to sell, keep or use drugs; or being under the influence of drugs or other intoxicants; or the use, possession, selling, distribution of any substance promoted as a dangerous drug. Possessing any drug paraphernalia. A dangerous drug is defined as: any drug obtainable with or without a prescription that has been

SECTION 6 ■ RANGE OF CONSEQUENCES - DETAILED INFORMATION

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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used in a manner dangerous to the health of the user. This includes, but is not limited to, marijuana, cocaine, heroin, stimulants, depressants, hallucinogens and other substances which, under the circumstance in which it is used, or is attempted to be used, can harm the health of that student or others. (See Code: Medication.)

<b>DEFIANCE OF AUTHORITY</b>	First	Conference	Suspension
<b>CODE 8</b>	Repeated	Parent Involvement	Expulsion

Refusal to follow the reasonable requests of District personnel and/or designated authority.

<b>DISORDERLY OR DISRUPTIVE CONDUCT</b>	First	Admin. Intervention	Expulsion
<b>CODE 9</b>	Repeated	Parent Involvement	Expulsion

Language or behavior which disrupts and/or interferes with the educational process. (See Code: Recklessly Endangering.)

<b>DISRUPTIVE APPEARANCE/STUDENT DRESS</b>	First	Admin. Intervention	Suspension
<b>CODE 10</b>	Repeated	Parent Involvement	Expulsion

Dress and grooming are primary responsibilities of students and parents/guardians. However, students may be directed to change dress or grooming if it interferes with the learning process or school climate, is unclean, or threatens the health or safety of the student or others. Clothing, jewelry, or wording/graphics on clothing or on the person (e.g., tattoos) that is sexually suggestive, drug related, vulgar, which depicts violence, insulting, gang membership related, or ridicules a particular person or group may be prohibited.

### Dress and Grooming

Dress and grooming shall be in keeping with health, sanitary and safety practices.

- a. When a student is participating in school activities, his/her dress and grooming shall not disrupt the performance or constitute a health threat to the individual or other students.
- b. Dress and grooming standards may be established by school authorities as a requirement for participation in the school activity program.
- c. Dress and grooming that disrupts the learning process shall not be permitted. Immodest attire may be disruptive. When immodest attire is considered disruptive, the student will be expected to alter the mode of dress.
- d. Students shall not wear clothing, jewelry, emblems, badges, signs, tattoos or other symbols that are evidence of membership or affiliation in any gang.

<b>EXTORTION</b>	First	Parent Involvement	Expulsion
<b>CODE 11</b>	Repeated	Suspension	Expulsion

Demanding money, or something of value (e.g., lunches) from another person in return for protection from violence or threat of violence. (See Code: Theft.)

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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<b>FIGHTING</b>	First	Suspension	Expulsion
<b>CODE 12</b>	Repeated	Suspension	Expulsion

A hostile physical encounter between two or more individuals. (See Codes: Assault and Physical Altercation Minor)

<b>FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY</b>	First	Suspension	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 13</b>	Fire Marshal and Public Safety Office Notified		

Using fire to destroy or attempt to destroy property. (See Code: Fire Tools/Ignition Sources.) (See [Fire Marshal, pg. 30.](#))

<b>FIRE TOOLS/IGNITION SOURCES</b>	First	Admin. Intervention	Suspension
<b>CODE 14</b>	Repeated	Parent Involvement	Suspension

Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources is prohibited. Fire Tools are defined as: any tool that creates a form of heat by creating a flame or spark, including, but not limited to, matches, cigarette lighters, and multipurpose lighters (BBQ). Ignition Sources other than fire tools are defined as any form of heat, which instigate or may be used to propagate fire and includes, but is not limited to, candles, road flares, fuses and fireworks.

<b>FORGERY, LYING OR ACADEMIC INTEGRITY</b>	First	Parent Involvement	Suspension
<b>CODE 15</b>	Repeated	Detention	Expulsion

Writing or giving false or misleading information to school officials by forging parent's, guardian's, or any other person's signature on any letter, electronic communication, or other school document; cheating, plagiarizing, turning in another person's papers, projects, computer programs, etc., as the student's own; and/or any other misrepresentation of the truth.

<b>GAMBLING</b>	First	Admin. Intervention	Suspension
<b>CODE 16</b>	Repeated	Conference	Suspension

Participating in games of chance for the purpose of exchanging money and other things of value.

<b>LEWD CONDUCT/PROFANITY</b>	First	Admin. Intervention	Expulsion
<b>CODE 17</b>	Repeated	Parent Involvement	Expulsion

Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured. This includes possession, selling, sharing, and distribution of lewd materials. If appropriate, law enforcement may also be notified. (See Code: Sexual Harassment.)

SECTION 6 ■ RANGE OF CONSEQUENCES - DETAILED INFORMATION

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
<b>LOITERING (AFTER SCHOOL SUPERVISION)</b>	First	Conference	Parent Involvement
<b>CODE 18</b>	Repeated	Conference	Suspension

Students are not to be in the building after school hours unless they are supervised by an adult. This policy is being implemented to decrease theft, vandalism, and to create a safe school environment. Students who are staying after school should be in their supervised area 30 minutes after school ends. Students who are loitering will be escorted out of the building.

<b>MEDICATION</b>	First	Parent Involvement	Expulsion
<b>CODE 19</b>	Repeated	Suspension	Expulsion

Distribution, sharing, and/or selling of controlled substance (prescription medication), or the distribution, sharing of non-medical use of prescription or over the counter medications or supplements, is prohibited. The use or possession, or taking affirmative action to possess any drug prescribed to anyone other than the prescribed user is prohibited. Possession and use of medication is allowed if the parent/guardian and student follow District policy procedures on administering medicines to students. Beaverton School District Administrative Regulation JHCD-AR addresses this issue. (See Code: *Dangerous Drugs.*)

<b>PHYSICAL ALTERCATION MINOR</b>	First	Conference	Suspension
<b>CODE 20</b>	Repeated	Suspension	Expulsion

Confrontation, tussle, or physical aggression that does not result in injury.

<b>RECKLESSLY ENDANGERING</b>	First	Admin. Intervention	Expulsion
<b>CODE 21</b>	Repeated	Parent Involvement	Expulsion

Reckless, unintentional conduct which creates substantial risk of physical injury to another person and/or self. (See Code: *Disorderly or Disruptive Conduct.*)

<b>SECRET SOCIETIES/GANGS</b>	First	Admin. Intervention	Expulsion
<b>CODE 22</b>	Repeated	Parent Involvement	Expulsion

Oregon law prohibits the existence of any secret society in public school including sororities and fraternities (ORS 339.885). A secret society is an organization composed of students which has an element of purpose which is concealed from the public and shared only confidentially among members of the organization. The Beaverton School District considers street gangs and similar organizations, including, but not limited to, such groups as “Bloods,” “Crips,” “Skinheads,” etc., to be secret societies. Students who participate in gang-related activities at school or school functions - such as possession or display of gang-related clothing, symbols, or paraphernalia; distribution of gang literature or materials; display of gang-related posters or graffiti, signs or signals, harassment or intimidation of others; or recruitment for gang membership - will be subject to strict disciplinary measures.

Students who participate in gang-related activities at school or school functions - such as possession or display of

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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gang-related clothing, symbols, or paraphernalia; distribution of gang literature or materials; display of gang-related posters or graffiti, signs or signals, harassment or intimidation of others; or recruitment for gang membership – will be subject to a range of interventions and/or disciplinary action. Gang related items may be confiscated by school staff.

The District's goal is to prevent student involvement in gang activity as outlined in the following process:

**First Offense or Incident of Concern ■**

The principal or assistant principal shall:

1. Meet with the student involved to clearly explain the behaviors of concern and determine the level of concern.
2. Inform the parent/guardian via phone or conference and share the and assigned consequences if applicable.
3. Document interaction with student in the Student Information System.

**Second Offense (OR confirmed gang involvement) ■**

The principal or assistant principal shall:

1. Meet with the student involved to clearly explain the behaviors of concern, determine the level of concern, and review previous offense.
2. Determine appropriate consequences depending on the nature of the offense.
3. Schedule a conference with the parent/guardian and share the offense and assigned consequences.
4. Review the Gang Activity warning letter with the student and sign the letter with the student (copies to student, parent/guardian, principal, counselor, case manager, appropriate teachers).
5. If applicable notify appropriate law enforcement.

**Third Offense (OR gang behavior that poses a safety concern or disrupts the learning environment) ■**

The principal or assistant principal shall:

1. Meet with the student involved to clearly explain the behaviors of concern and determine the level of concern.
2. Schedule a conference with the parent/guardian and share the offense and assigned consequences.
3. Suspend the student for the violation of the district rules for up to 10 school days, with the expulsion recommendation pending.
4. If student is eligible, he/she will be placed on a Safety Contract and must comply with the requirements in lieu of expulsion (copies to student, parent/guardian, principal, counselor, case manager, appropriate teachers).
5. If applicable notify appropriate law enforcement.

The student and parent/guardian must agree to fulfill the recommendation outlined in the Safety Contract. They must also agree to the exchange of program information to the principal or designee with the program facilitator.

Recommendation for expulsion will be made if a student fails to complete the approved gang awareness program. If the student or parent/guardian refuses to sign and agree to the requirements outlined in the Safety Contract, a recommendation for expulsion for a minimum of four (4) weeks up to the maximum allowed by law will be made. (See *Additional Policies and Procedures*, pg. 49.)

SECTION 6 ■ RANGE OF CONSEQUENCES - DETAILED INFORMATION

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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<b>SEXUAL HARASSMENT</b>	First	Parent Involvement	Expulsion
<b>CODE 23</b>	Repeated	Suspension	Expulsion

Sexual harassment is prohibited conduct. It may be verbal, visual, written, electronic, or physical in nature and includes unwelcome sexual advances, requests for sexual favors, and/or physical touching. More subtle forms of harassment such as unwelcome posters, cartoons, caricatures, and jokes of a sexual nature are also prohibited. (See Codes: *Bullying/Harassment, Threats/Menacing/Hate Lists and Lewd Conduct/Profanity.*)

<b>TARDINESS</b>	First	Admin. Intervention	Conference
<b>CODE 24</b>	Repeated	Conference	Suspension

Arriving late to school and/or class.

<b>TECHNOLOGY MISUSE</b>	First	Admin. Intervention	Expulsion
<b>CODE 25</b>	Repeated	Parent Involvement;	Expulsion
	Public Safety Office Notified		

Failure to comply with the District’s “Electronic Communication Agreement.”

**Technology Misuse**

Electronic Communication Services as defined in Administrative Regulation IBGA-AR entitled: “Use of Electronic Communication Services” include but are not limited to:

- telephone
- e-mail
- online file storage
- fax
- voice mail
- web pages
- cameras
- text messaging

The use of District hardware, software, and communication systems is to support learning and research. This includes internal/external access to information services, databases, and other communication tools.

Personal computer and communication devices may not be connected to the District network; network access and use is limited to Beaverton School District hardware. Personal computers and communication devices may be used with the understanding that all expectations and criteria listed below apply.

It is expected that Beaverton School District electronic tools and communication services will be used in a responsible, efficient, ethical and legal manner.

Use and possession of personal communication devices (i.e. cell phones, pagers, personal digital assistants (PDA), portable music players) are allowed on District property and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate School Board policies, administrative regulations, school or classroom rules, state and federal law.

**Students must adhere to the following criteria in using electronic communication tools and resources:**

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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It is expected that all users will understand and comply with all District regulations and with all legal requirements related to the use of electronic communications.

The District's electronic tools and resources shall be used for educational purposes consistent with the District's mission, priorities and beliefs. Educational purposes do not include commercial use, use for personal financial gain or political advocacy. Students have no reasonable expectation of privacy with respect to use of the District's computer or communication systems.

Users shall employ electronic communications in a thoughtful manner that is respectful of the language and content sensitivities of individuals and that is appropriate within an educational environment.

All communications shall be conducted so that both sender and recipient are fully and accurately identifiable.

All communications shall be positive and constructive in tone.

Users shall work to protect the integrity and reliability of the electronic tools and communications systems.

Users shall maintain personal responsibility for all non-approved financial obligations incurred while using the electronic communication services.

**The following practices are considered a violation of ethical standards and are subject to disciplinary action:**

- Violating the privacy of students and employees of the District.
- Using profanity, obscenity or other language which may be harassing to another user.
- Attempts to obtain access to restricted sites, servers, files, databases, and unauthorized access to systems.
- Reposting personal communications without the author's prior consent.
- Using, copying and/or posting commercial software in violation of copyright law, board policies, or administrative regulations.
- Using District technology for personal financial gain, for any commercial or illegal activity, or for promoting the use of tobacco, alcohol or other drugs.
- Spreading computer viruses, trojan horses, or any other malware in an attempt to degrade, disrupt or monitor the content of transmissions.
- Downloading, storing or printing files or messages that are profane, obscene or that use language that defames another.
- Using hardware, software or network services in violation of copyright or vendor agreements. This includes copying or transmitting software programs for installation on non-District equipment.
- Other uses that have no reasonable basis for improving the teaching or learning of the District curriculum.

<b>THEFT</b>	First	Parent Involvement	Expulsion
<b>CODE 26</b>	Repeated	Suspension	Expulsion

Taking, giving, selling or receiving property not belonging to you. Knowingly possessing any stolen property or property reported lost or missing. (*See Code: Extortion.*)

SECTION 6 ■ RANGE OF CONSEQUENCES - DETAILED INFORMATION

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
<b>THREATS/ MENACING/ HATE LISTS</b>	First	Parent Involvement	Expulsion
<b>CODE 27</b>	Repeated	Suspension	Expulsion
	Law Enforcement and Public Safety Office Notified		

An intentional, serious threat by word or act (including physical, verbal and/or bullying/threatening), which places another person in fear of imminent serious physical injury (ORS 339.250[3]). This includes, but is not limited to, words, target lists, or conduct directed toward another person. Intimidation, threats and/or menacing are not limited to the protective classes of race, gender, color, religion, national origin, sexual orientation or disability. Violation could result in a referral to an appropriate law enforcement agency. (See *Codes: Bullying/Harassment and Sexual Harassment.*)

<b>TOBACCO</b>	First	Conference	Suspension
<b>CODE 28</b>	Repeated	Disciplinary Reassignment / Detention	Suspension

The use, possession, sharing, and/or distribution of tobacco in any form.

<b>TRESPASSING</b>	First	Admin. Intervention;	Expulsion
	Repeated	Parent Involvement	Expulsion
<b>CODE 29</b>	Trespass Notice; Public Safety Office Notified		

Being present in unauthorized places or refusing to leave when asked to do so by District personnel and/or designated authority. Entering or remaining unlawfully in School District buildings or on any part of District property or adjacent areas. (See [Trespass Notice, pg. 31.](#))

<b>UNEXCUSED ABSENCE</b>	First	Admin. Intervention	Suspension
<b>CODE 30</b>	Repeated	Parent Involvement	Suspension

Any absence which has not been excused by parent or legal guardian and/or appropriate school official. Under ORS 339.055 the District has an obligation to investigate truant or unexcused student absences. If a student is not otherwise exempt from compulsory school attendance, the District may notify law enforcement of the truancy. Notice will be given to the student’s parent or legal guardian requiring the child to appear at the school on the next school day following the notice. (See [Student Driver’s License - Forfeiture, pg. 31.](#))

<b>VANDALISM</b>	First	Conference	Expulsion
<b>CODE 31</b>	Repeated	Disciplinary Reassignment/Detention	Expulsion

Intentionally damaging, defacing (including tagging/graffiti), or destroying property. Vandalism is the willful or malicious destruction or defacement of public or private property. The student and the parent or parents having legal custody of the student may be liable for the amount of the assessed damages not to exceed \$5,000 plus costs

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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if legal action is required (ORS 339.270). The student and the parent or parents having legal custody of the student shall be liable for up to \$7,500 for the torts committed by their child. [ORS 30.765] (*See Code: Disorderly or Disruptive Conduct.*)

<b>WEAPONS: DANGEROUS OR DEADLY, OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES</b>	Any	Suspension	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 32</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		

The use, possession or sale of a dangerous or deadly weapon. Dangerous weapon is defined by Oregon law as any weapon, device, instrument, material, or substance which, under the circumstance in which it is used, attempted to be used, threatened to be used, possessed or sold, is readily capable of causing death or serious physical injury. A deadly weapon is defined by Oregon law as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury. Dangerous or deadly weapons include but are not limited to BB guns, air guns, paint ball guns, stun guns, nunchucka sticks, throwing stars, and metal knuckles. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis. (*See Codes Weapons: Firearms and Weapons: Knives.*) (*See Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting, pg. 33.*)

### Dangerous and/or Deadly Weapons

Students bringing weapons to school will be expelled for a period of not less than one year. If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the District will deny that student admission to the school's regular program for the duration of the expulsion. IN ADDITION, THE DISTRICT WILL NOT OFFER AN ALTERNATIVE EDUCATION PROGRAM PURSUANT TO SECTION (10) OF ORS 339.250 FOR AT LEAST ONE CALENDAR YEAR FROM THE DATE OF THE EXPULSION. The Superintendent or designee may, on a case-by-case basis, modify this expulsion requirement. Weapons under the control of law enforcement personnel are permitted. The Superintendent or designee may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property (including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports).

School district and ESD employees who have reasonable cause to believe that a person while in school has, or within the previous 120 days, unlawfully possessed a firearm or destructive device, must report that conduct immediately to a school administrator, school director, or law enforcement agency within the county.

<b>WEAPONS: EXPLOSIVE DEVICES</b>	First	Expulsion	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 33</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		

The use, possession, or sale of an explosive device or material. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis.

SECTION 6 ■ RANGE OF CONSEQUENCES - DETAILED INFORMATION

OFFENSE	OCCURRENCES	MINIMUM	MAXIMUM
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<b>WEAPONS: FIREARMS</b>	Any	Expulsion	Expulsion
<b>CODE 34</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		

The use, possession, or sale of a firearm. A firearm is defined by Federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon, and a firearm muffler or firearm silencer. Violations shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis. (See *Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting*, pg. 33.)

<b>WEAPONS: KNIVES AND LOOK-ALIKE KNIVES</b>	First	Parent Involvement	Expulsion
	Repeated	Suspension	Expulsion
<b>CODE 35</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		

The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length. If the knife is a dangerous weapon (readily capable of causing death or serious physical injury under the circumstances in which it is used, attempted to be used, threatened to be used, possessed, or sold) or a deadly weapon (Specifically designed for and presently capable of causing death or serious physical injury) then expulsion is required. The Superintendent or designee may modify the expulsion on a case-by-case basis. Violation may result in a referral to an appropriate law enforcement agency. (See *Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting*, pg. 33.)

<b>WEAPONS: LOOK-ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS</b>	Any	Suspension	Expulsion
	Repeated	Expulsion	Expulsion
<b>CODE 36</b>	Law Enforcement and Public Safety Office Notified ORS 339.315		

The possession, use, or threat of use of a look-alike explosive device, firearm, or other dangerous or deadly weapons. The Superintendent or designee may modify the expulsion on a case-by-case basis.

<b>WEAPONS: OTHERS</b>	First	Parent Involvement	Expulsion
	Repeated	Suspension	Expulsion
<b>CODE 37</b>	Public Safety Office Notified		

The use or threat of use of a weapon, device, instrument, material, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing physical injury. The Superintendent or designee may modify the expulsion on a case-by-case basis.

## Additional and/or Optional Consequences of Inappropriate Conduct

Disciplinary actions are taken with the aim of correcting behavior patterns. Most behavior problems can be handled routinely with properly organized school and classroom programs. Nearly all students respond satisfactorily to friendly encouragement, firm direction, and understanding guidance. In order to protect the rights of all our students, it is important that parents and students understand the consequences of misbehavior. There are certain responsibilities we all share in helping students overcome behavior problems. A student who becomes involved in areas of problem behavior will be subjected to certain disciplinary actions. Depending upon the seriousness of the behavioral problem, one or more of the following actions will be taken by the school staff. In the case of severe violation of rules, the disciplinary action taken may extend beyond these guidelines to include the juvenile justice system even for the first offense. If a student's misbehavior is directly related to an identified disability, the school staff will take such conditions into account. For students with disabilities eligible under IDEA and/or Section 504, behavioral consequences will be related to the requirements of IDEA and Section 504 and the student's disability. (See *Disciplinary Procedures, pg. 12 and Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting, pg. 33*).

### **Administrative Intervention**

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A member of the school administration will talk with the student to reach agreement regarding the student's behavior.

### **Conference**

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A conference will be held with the student, the teacher, the administrator, and/or other appropriate staff members to develop a plan for improving behavior. This plan may include a written behavioral contract. The parent will be contacted and may attend the conference.

### **Denial of Admission to Regular School Program**

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The School District will deny admission to its regular school program to a student who is expelled from another school district and who has moved into the Beaverton School District for the length of the expulsion. The District will provide an alternative learning environment for the student.

### **Denial of Admission to Regular School Program and Alternative Education Program for Weapons Violations**

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If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the District will deny that student admission to the school's regular program for at least one calendar year from the date of the expulsion.

IN ADDITION, THE DISTRICT WILL NOT OFFER AN ALTERNATIVE EDUCATION PROGRAM TO STUDENTS EXPELLED FOR WEAPONS VIOLATIONS PURSUANT TO SECTION (10) OF ORS 339.250 FOR AT LEAST ONE CALENDAR YEAR FROM THE DATE OF THE EXPULSION SUBJECT TO MODIFICATIONS BY THE SUPERINTENDENT ON A CASE-BY-CASE BASIS. Special Education Services must be provided during the expulsion period.

### **Disciplinary Reassignment/ Detention**

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A misbehaving student may be reassigned to a separate, supervised environment away from usual school activities. This could include a supervised detention before or after school, time out from the classroom, Saturday School, a community service assignment, and/or an alternative school placement.

### **Fire Marshal**

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When a student violates CODE 13, the fire marshal at Tualatin Valley Fire and Rescue and the Public Safety Office will be contacted. The marshal will assess the behavior of the person in question and will provide fire safety education and/or a referral for treatment. Evaluation and education is usually provided by the local fire service while treatment is provided by members of the Washington County Juvenile Fire Setters Intervention Network.

### **Loss of Privileges**

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The school administration shall notify the parent of privilege suspension. These privileges may include removing the student from the playground, cafeteria, media center, class participation, and/or extra curricular activities such as athletic games and activities. In addition, the school administration could include the loss of privilege to drive to and from school, to park on campus, to ride the school bus, attend graduation ceremony, and/or the loss of the student's driver's license.

### **Parent Involvement**

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The parent will be informed of the problem area. A conference with the student, the parent, and appropriate staff members may be scheduled. If a plan is developed to help improve the student's behavior, copies will be given to the student and the parent. In this document, "parent" always refers to "parent/guardian."

### **Peer Court**

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Peer Court is a program designed to provide an alternative option beyond school discipline. Peer Court provides an opportunity for students to be accountable and responsible for their actions. This court is operated by students under the direction of the Beaverton Police Department or the Washington County Sheriff's Office. Beaverton Youth Peer Court is a program whereby youths who have committed first time misdemeanors (e.g., non-victim vandalism, theft) or a viola-

tion (e.g., possession of alcohol or tobacco) are judged through a court system of their peers. Instead of arresting the juvenile, a citation is issued and signed by the juvenile stating that s/he agrees to meet with his or her parents and the officer of Youth Peer Court Intake.

### **Public Safety Office**

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School administrators will notify the Public Safety Office of all incidents involving weapons on campus or in possession of students in route to campus. School administrators will also notify the Public Safety Office of all threats and "hit lists" involving students. All guns/deadly weapons on campus or rumored to be on campus will also be reported to law enforcement.

### **Risk Assessment**

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If it is determined that the student needs a Risk Assessment:

- The psychologist reports the decision to pursue a Risk Assessment to the building administrator.
- The building administrator will inform the police, the individual threatened (if staff), the individual's parents (if a student) of the threat.
- The building administrator or psychologist will contact the parents of the student making the threat and advise them of the threat and the need to pursue a Risk Assessment. Referral will be provided to the appropriate agency.
- If the school or parent require additional assistance, they may call the Washington County Crisis Intervention Hot Line at 503-291-9111.
- If the danger is grave and imminent and the student requires immediate removal, the police will be contacted. If the police cannot respond, the administrator will call 911 and the student will be transported to St. Vincent's Hospital Emergency Room.

## Risk Investigation

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The threat of violence in or around schools has become an increasingly serious issue for which all schools must be prepared. If any member of the staff is threatened, hears a threat or a student is threatened with death or serious bodily harm, the building administrator will contact the building psychologist for a screening interview to determine the student's potential for violence. The building psychologist will conduct a student interview. The psychologist will determine the need for further Risk Assessment.

## Restitution

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The parent will be informed of the problem area. The student will assume the responsibility for restitution of lost or damaged materials, equipment or other school property. Restitution may be monetary or through volunteer work/community service as determined by District officials. The student and the parent or parents having legal custody of the student may be liable for the amount of the assessed damages not to exceed \$5000, plus costs, if legal action is required [ORS 339.270]. The student and the parent or parents having legal custody of the student shall be liable for up to \$7,500 for the torts committed by their child [ORS 30.765]. If a plan is developed to cover restitution, copies will be given to the student and the parent.

**RESTITUTION MAY OCCUR IN CONJUNCTION WITH ANY OF THE ABOVE DISCIPLINARY ACTIONS.**

## Student Driver's License - Forfeiture

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Students who are at least fifteen (15) years of age may have their driver's license suspended for no more than one year if they are suspended or expelled under the following conditions:

1. Bringing a weapon to school
2. Suspended or expelled at least twice for:
  - assaulting or menacing a District employee or another student
  - willful damage or injury to District property

- use of threats, intimidation, harassment or coercion against a District employee or another student

Should a student again be expelled or suspended for any of these reasons after the suspension of the driver's license for one year, the School District may request suspension of driver's privileges or the right to apply for driving privileges until the student is twenty-one years of age. A meeting with the parent or guardian will be held prior to submitting such request to the Department of Transportation. A student may appeal District decisions regarding driving privileges under established due process procedures for suspension and expulsion.

## Trespass Notice

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Disturbance of the educational process by students, parents and/or community members can result in the person being asked to leave School District property. Furthermore, the person may lose the privilege of being on school district property for an indefinite amount of time. This trespass notice can be in writing or verbal. Washington County Sheriff's Deputies and Beaverton Police Officers have expressed discretion to exclude people causing disturbances on District property per intergovernmental agreement. Generally, District buildings are not "open to the public" under ORS 164.205 and entering or remaining in a building may result in an arrest for criminal trespass under ORS 164.245.

## Uninvited Entry on a School Bus

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The safe transportation of our students is a responsibility the Beaverton School District takes very seriously. Uninvited people entering our buses may pose a threat to our ability to keep our students safe. Therefore, we cannot allow uninvited students or adults, including parents, to board our buses.

Uninvited people entering our buses could face arrest for Interfering with Public Transportation (ORS 166.116 and/or Disorderly Conduct ORS 166.025).

**166.116 Interfering with public transportation.**

(1) A person commits the crime of interfering with public transportation if the person:

- a. Intentionally or knowingly enters or remains unlawfully in or on a public transit vehicle or public transit station;
- b. Intentionally or knowingly interferes with the provision or use of public transportation services by, among other things, interfering with the movement of, or access to, public transit vehicles;

**166.025 Disorderly conduct.**

(1) A person commits the crime of disorderly conduct if, with intent to cause public inconvenience, annoyance or alarm, or recklessly creating a risk thereof, the person:

- a. Engages in fighting or in violent, tumultuous or threatening behavior;
- b. Makes unreasonable noise;
- c. Disturbs any lawful assembly of persons without lawful authority;
- d. Obstructs vehicular or pedestrian traffic on a public way.

## Special Education and Section 504 Students Discipline and Placement in Interim Alternative Educational Setting

### Disciplinary Removals for Up to 10 School Days

Beaverton School District may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. The District is not required to provide services to special education students unless services are provided to students without disabilities during this time.

### Disciplinary Removals of More Than 10 School Days (Consecutive or Cumulative)

When a student is removed for disciplinary reasons for more than 10 school days, it is considered a change of placement if:

- The removal is for more than 10 CONSECUTIVE school days or;
- The removal is for more than 10 CUMULATIVE school days.

The District will provide notice of disciplinary action for an expulsion and provide Notice of Procedural Safeguards to the parent on the date on which the decision is made to remove the student.

General and special education services must begin on day 11 of the removal.

### Manifestation Determination

A MANIFESTATION DETERMINATION meeting must be held within 10 school days of a decision to change the student's placement because of a violation of a code of student conduct. Relevant members of the IEP team, including the parent, shall review all relevant information to determine:

- If the conduct was caused by or had a direct and substantial relationship to the student's disability; or
- If the conduct was the direct result of the District's failure to implement the IEP.

### Yes Manifestation

If either of the above two bullet items is applicable to the student, the conduct shall be determined to be a manifestation of the child's disability. The IEP team shall conduct a functional behavioral assessment, unless the District has already conducted such assessment prior to the behavior that resulted in the change of placement, and implement a behavior intervention plan or, if the student already has a behavior plan, review and modify the behavior intervention plan as necessary to address the behavior. In any case, the District shall return the student to the placement from which the student was removed unless:

- The student is removed to an interim alternative educational setting for no more than 45 school days due to drugs, weapons or serious bodily injury infractions or
- The parent and the District agree to a change of placement.
- The student's placement is changed based on an IEP team decision.

### No Manifestation

If the IEP team determines that the student's behavior is NOT a manifestation of the disability, the District may also proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. The District will:

- Ensure that the special education and disciplinary records of the student are transmitted for consideration by the school personnel making the final determination regarding disciplinary action.
- Provide the services, determined by the IEP team, that are necessary for the student to appropriately participate in the general curriculum, and appropriately advance toward achieving IEP goals.

- Ensure that the student receives, as appropriate, a Functional Behavioral Assessment, Behavior Intervention services and modifications that are designed to address the behavior violation so it does not recur.
- Provide Prior Written Notice of change of placement if the student's educational placement changes.

### **Removal to an Interim Alternative Educational Setting for Drugs, Weapons or the Infliction of Serious Bodily Injury**

For a drug or weapon violation, or if the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district, a student may be removed from the current educational placement to an Interim Alternative Educational Setting for the same amount of time that a student without a disability would be subject to discipline, but NOT for more than 45 school days.

Whether the IEP team determines that the student's behavior is, or is not a manifestation of the disability, the District may continue the student's placement in the Interim Alternative Educational Setting until the end of the 45-school day period. This removal is a change in placement.

The District will apply the definitions in Board Policy JGDA/JGEA - Discipline of Disabled Students.

Serious Bodily Injury is defined as a bodily injury that involves:

- A substantial risk of death;
- Extreme physical pain;
- Protracted and obvious disfigurement; or
- Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

"Drug violation" means the use, possession, sale or solicitation of drugs at school or a school function.

"Drug" means illegal drug or controlled substance, but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or otherwise legally possessed. It does not include alcohol or tobacco.

"Weapon Violation" means carrying a weapon to school or a school-sponsored function or acquiring a weapon at school.

"Weapon" means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2 1/2" in length.

If a student is removed for a drug or weapon violation, or for inflicting serious bodily injury as defined above, the District will:

- Schedule an IEP meeting which will be convened within 10 school days;
- Provide the parent with notice of disciplinary action for a suspension or expulsion, and provide the parents with Notice of Procedural Safeguards on the date the decision is made to remove the student.
- Provide, as appropriate, a functional behavioral assessment and behavior intervention services and modifications designed to address the behavior violation so it does not reoccur.

The principal or his/her designee decides whether a student will attend an Interim Alternative Educational Setting.

Within 10 school days, the District will convene an IEP meeting to:

- Determine if the student's behavior is a manifestation of the student's disability;
- Review the IEP and revise it, as appropriate;
- Determine the location of the Interim Alternative Educational Setting which will enable the student to continue to participate in the general curriculum, and enable the student to progress toward achieving the goals in the student's IEP.
- The District must send the parents Prior Written Notice of the change of placement.

The provisions relating to Interim Alternative Education Settings do not apply to Section 504 students.

### Protections for Children Not Yet Eligible for Special Education

The District will apply these protections to students not yet identified as students with a disability if the District had knowledge that the student was a student with a disability. The District is deemed to have knowledge if before the behavior that precipitated the disciplinary action occurred:

- A parent has expressed a concern in writing to supervisory or administrative personnel or to a teacher of the student that his/her student is in need of special education and related services.
- The parent of a student has requested a special education evaluation of the student.
- The teacher of the student, or other school personnel, expressed concerns about a pattern of behavior of the student directly to the special education director or to other supervisory personnel.
- The District is currently conducting an initial evaluation of the student.

The District will not be considered to have knowledge of a disability if the District:

- Conducted a special education evaluation in accordance with state eligibility criteria for disabilities and determined the student was not eligible, and gave the parent Prior Written Notice of that determination; or
- The parent has not allowed an evaluation of the child or has refused special education services.

If the District did not have knowledge, it may take the same disciplinary actions as applied to students without disabilities who engaged in comparable behavior; however:

- If a special education evaluation is requested or if the District initiates a special education evaluation, the evaluation will be conducted in an expedited manner;
- Until the evaluation is completed, the student remains in the placement determined by school personnel, which can include suspension, expulsion, or placement in alternative education;

- Upon completion of the evaluation, if the student is determined to be a student with a disability, the District will conduct an IEP meeting to develop an IEP and determine placement and shall provide special education and related services; and
- Will apply the discipline provisions beginning on the date of the eligibility determination.

### Request for a Due Process Hearing

If the parent(s) of the student requests a due process hearing because he/she disagrees with the manifestation determination, the removal to the Interim Alternative Educational Setting or any decision about placement related to a disciplinary removal:

- The student will remain in the Interim Alternative Educational Setting pending the decision of the hearings officer or for 45 school days, which occurs first, unless the parent and the District agree otherwise.

The District may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an appropriate Interim Alternative Educational Setting for not more than 45 school days if the District believes that maintaining the current placement is substantially likely to result in injury to the student or to others.

## State Laws and District Agreements

### Assembly

All student meetings or forums in District buildings, or on School District grounds, may function only as part of the formal educational process, or as authorized by the principal.

### Attendance and Enrollment

All children between the ages of 7 and 18 years who have not completed the 12th grade are required to attend regularly a public full-time school of the school district in which the child resides, as provided under ORS 339.010.

The Superintendent or designee may admit other non-resident persons, determine who is not a resident of the District, and may fix rates of tuition for nonresidents.

A district must admit an otherwise eligible person who has not yet attained twenty-one (21) years of age prior to the beginning of the current school year if the person is receiving special education. A person who has not earned a diploma, is 19 years old, and is not eligible to receive special education services shall also be admitted. A district may use discretion when addressing a person who has not earned a diploma, has attained 20 years of age or will attain 20 years of age during the school year, has not yet attained 21 years of age prior to the beginning of the current school year, and is not eligible to receive special education services. In that situation, the school where the individual is seeking enrollment shall determine the best option for the school and the individual. Students admitted shall attend school in the attendance area in which they reside. Transfers within the district, by students to a school outside their attendance area, shall be considered using (a) the Administrative Transfer process; or (b) the Open Enrollment process with schools which have openings.

ORS 581-023-0006(4)(6) requires school districts to withdraw from the school's active enrollment, any student who is absent for ten (10) consecutive full days.

ORS 339.080 requires school districts to notify a student's parole or probation officer of absences in the same manner the district would notify the student's parents.

ORS 339.925 requires school districts to issue a citation if a student is not complying with compulsory attendance requirements. Violation is a Class C violation of law, and is punishable by a court imposed fine of up to \$150.00.

### Attendance and Driver's Permit and License

ORS Chapter 807 requires students to provide proof of school attendance to get a driver's permit or license. If a student has ten (10) unexcused absences in a row or fifteen (15) days in a grading period, the Beaverton School District may provide attendance information to the Department of Motor Vehicles to have the student's license suspended. All first time license or permit applicants will have to provide proof of attendance. There are allowances for waivers for hardship cases and home-schooled students.

ORS Chapter 807 requires the Department of Transportation to deny issuance of a driver's license to a person under age eighteen (18) unless the person meets one of the following:

- Has graduated from high school and can provide the Department with proof of graduation; or
- Has received a General Education Development (GED) certificate from a community college; or
- Provides the Department a document signed by the principal, or the designee of the principal, of the secondary school attended by the person that declares that the person is enrolled in secondary school; or
- Provided the Department a document signed by an authorized representative of the ESD or school district of the person's residence declaring the person is being taught in private or home school; or

- Provides the Department a document indicating the person is exempt from compulsory school attendance.

The principal or designee of the principal of a secondary school will provide documentation of enrollment status on a form provided by the Department of Transportation to any student at least fifteen (15) years of age and under eighteen (18) years of age who is properly enrolled in the school and who needs the documentation in order to apply for issuance or reinstatement of driving privileges.

### Child Abuse - Prevention

All District employees must report or cause a report to be made when there is reasonable cause to believe that a child has been abused (ORS 339.375 and 419b.010). Records kept of observed indicators of abuse are considered part of the student records. Employees must report the information to their supervisor, building principal, or Superintendent, **and** will immediately report the information to the Washington County Department of Human Services or local law enforcement agency.

The District will provide an annual training on the prevention, identification of child abuse and the obligation of school employees to report suspected child abuse for parents and legal guardians of students attending district schools. Annual training designed to help prevent child abuse will be made available to students attending district-operated schools (See Board Policy JHFE).

### Civil Rights

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

Title II Officer- Dr. Carl Mead, 503-591-4311

Title IX Officer- Holly Lekas, 503-591-4429

District 504 Manager, Constance Bull, 503-591-4365

For prompt and equitable resolution of student and employee complaints alleging discrimination based on sex or disability, please refer to Administrative Regulation AC. For information on harassment complaint procedures, refer to Administrative Regulations GBN/JBA, GBNA or JFCF.

### Directory Information

“Directory Information” is personally identifiable information that is contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Subject to this definition, the District has designated the following personally identifiable information in a student’s record as “directory information” and will disclose this information without prior written parental or eligible student consent: Student’s name; student’s address; student’s home telephone listing; student’s image (ex, photo, print, video); student’s teacher(s), class(es), and/or classrooms(s); student’s current grade level; student’s gender; parent(s) name; parent(s) e-mail address; date and place of birth; major field of study; participation in officially recognized sports and activities; weight and height of athletic team members; dates of attendance; degrees or awards received; most recent previous school or program attended.

**If you do NOT wish the school to release directory information about your child, you must submit a request in writing within two weeks of enrollment each school year.**

The Beaverton School District will otherwise keep education records confidential in compliance with federal and state education records laws. Federal and state education records laws include various exceptions to confidentiality and Beaverton School District will disclose personally identifiable information from education records pursuant to those exceptions.

## **District Policy/State Laws Regarding, Alcohol, Tobacco, Narcotics, and Dangerous Drugs**

The Beaverton School District believes that the illegal use of alcohol and other drugs is a community problem. This problem dramatically affects the physical, social, and emotional health of individuals, the family, and our educational system. In order to ensure the highest possible standards of learning, safety, health, and well-being for students, the Beaverton School District endorses substance abuse policies which will: help students avoid alcohol and other drug use; intervene when student use is detected; take corrective disciplinary actions when necessary; and provide appropriate after care. We believe that a comprehensive program of prevention involving school personnel, parents, and community resources will help promote a healthy drug-free environment for students. The following policies are a part of the Beaverton Prevention Program:

### **Tobacco-Free Environment**

The use of any tobacco product on all School District property including buildings, vehicles, and outdoor areas is prohibited by law.

### **Alcohol and Drug-Free Environment**

The use or possession of alcohol and/or other drugs on all School District property including buildings, vehicles, and outdoor areas is prohibited.

It is strictly prohibited for students to be under the influence or unlawfully using, possessing, purchasing, distributing, dispensing, or manufacturing alcohol and/or other drugs while on school premises, in District-owned or District-approved vehicles, at District-sponsored or District-approved activities or events, or otherwise engaged in School District business. Disciplinary sanctions up to and including suspension, expulsion, or a requirement that the offending student satisfactorily complete an appropriate substance abuse treatment program will be imposed.

**IT IS IMPORTANT THAT PARENTS AND STUDENTS BE AWARE OF OREGON STATE LAW WHICH PERTAINS TO ALCOHOL AND OTHER DRUG USE:**

**ORS 471.430** - No person under the age of 21 years shall attempt to purchase or acquire alcoholic liquor except when such minor is in a private residence accompanied by the parent or guardian of the minor.

**ORS 471.410** - No one other than the person's parent or guardian shall sell, give or otherwise make available any alcoholic liquor to a person under the age of 21 years.

**ORS 471.430** - No person under the age of 21 years shall enter or attempt to enter any portion of a licensed premises that is posted or otherwise identified as being prohibited to the use of minors.

**ORS 811.170** - It is unlawful to drink any alcoholic liquor in a motor vehicle while the vehicle is upon a highway, or to possess on one's person or keep in a motor vehicle when the vehicle is upon any highway, any bottle, can or other receptacle containing any alcoholic liquor which has been opened, or a seal broken or the contents of which have been partially removed.

**ORS 475.840 et.seq.** - It is unlawful to sell, possess, manufacture, grow, use or be under the influence of a controlled substance (i.e., marijuana, anabolic steroids, or other dangerous drugs). It is also unlawful to remain in a place where you knowingly permit others to sell, keep or use drugs.

**ORS 471.135** - It is illegal for a person under 21 to use identification to make false representations of age to obtain liquor. Violation results in a \$350 fine for a first conviction and a \$1,000 fine for a second conviction.

**ORS 813.010** - It is illegal to drive while under the influence of intoxicating liquor and/or a controlled substance. Having .08 percent or more by weight of alcohol in the blood of the person qualifies the person as being legally intoxicated.

### **Educational Opportunities for Pregnant and Parenting Students**

The pregnant student shall be permitted to continue to attend school on a normal basis. The school administration is authorized to provide an alternative education program for pregnant students if requested.

## Freedom of Expression - Speech

Students are entitled to express their personal opinions. Such opinions shall not interfere or preclude the freedom of others to express themselves. Students are prohibited from the use of obscenities or personal attacks and from engaging in any activity, gesture, or speech intended to show or promote gang affiliation. Student speech that threatens any person or group within the school, or aids and abets racial, religious, sexual orientation, gender, disability, national origin, age or ethnic heritage discrimination is prohibited. Students may be disciplined for speech if school officials reasonably believe that the speech may substantially interfere with the school environment.

## General Complaint Procedure

Each school campus, as well as the Administrative Office, has a procedure for the prompt resolution of a complaint by a person who resides in the District or any parent or guardian of children attending school in the District. Unless specifically provided by state or federal law or administrative rule, the decision of the District shall be final. Please refer to [www.beaverton.k12.or.us/home/district/complaint-process/](http://www.beaverton.k12.or.us/home/district/complaint-process/).

## Law Regarding Alternative Education

The Beaverton School District provides a comprehensive educational program designed to meet the needs of all students. Under certain circumstances, the District is required by law - ORS 339.250 (9) - to “consider and propose alternative programs of instruction and counseling for the pupil.” The circumstances in which that must occur are:

1. Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period;
2. When the District finds a student’s attendance pattern to be so erratic that the student is not benefiting from the educational program;
3. When the District is considering expulsion as a disciplinary alternative;
4. When a student is expelled; and,

5. When the student, who is 16 years of age or the student’s parent or legal guardian, notifies the District of intent to withdraw from the comprehensive educational program.

In the first four situations identified, the District is obligated to pay a portion of the cost of the alternative program.

If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the District will deny that student admission to the school’s regular program for at least one calendar year from the date of the expulsion.

**IN ADDITION, THE DISTRICT WILL NOT OFFER AN ALTERNATIVE EDUCATION PROGRAM TO STUDENTS EXPELLED FOR WEAPONS VIOLATIONS PURSUANT TO SECTION (10) OF ORS 339.250 FOR AT LEAST ONE CALENDAR YEAR FROM THE DATE OF THE EXPULSION SUBJECT TO MODIFICATIONS BY THE SUPERINTENDENT ON A CASE-BY-CASE BASIS.**

## Military

The Federal Elementary & Secondary Education Act requires high schools give military recruiters the same access to high school students as is provided generally to post secondary institutions or to prospective employers of those students. Section 9528 of the act requires each local school district to provide, on request by a military recruiter or an institution of higher education, access to the names, addresses, and telephone listings for high school students. A high school student or parent may request that such information NOT be released for their student without prior written parental consent.

## Non School/Student-Sponsored Publications and Materials

Students must request and receive authorization from the school principal to distribute petitions, handouts, leaflets and other literature on District property as appropriate under District policies and regulations. Students may not distribute materials during class

time. Authorization for the request should be granted or denied no later than two regular school days after the date of the request.

Students who edit, publish or distribute handwritten, printed, electronic or duplicated matter among their fellow students within the schools must assume responsibility for the content of such publications. The distribution of such materials shall not be prohibited unless the material:

1. Clearly endangers health or safety of students;
2. Threatens to disrupt the educational process of the school;
3. Is of libelous or obscene nature;
4. Threatens any person or group within the school or advocates racial, religious, gender, sexual orientation, disability, national origin, ethnic origin and/or age discrimination;
5. Advocates violation of the law or official school regulations;
6. Is considered false in the light of available facts;
7. Violates District policies or regulations.

All commercial material or community-based material which is distributed in the District must receive prior authorization by the Superintendent or his/her designated representative. Refer to Board Policy KJA at [www.beaverton.k12.or.us/pdf/dist\\_school\\_board/dist\\_sch\\_board\\_KJA.pdf](http://www.beaverton.k12.or.us/pdf/dist_school_board/dist_sch_board_KJA.pdf).

### Referral to Law Enforcement

If it is necessary for law enforcement officers to interview, detain, or take into custody a student, the principal or his/her designee, will follow regulations to insure compliance with Oregon Revised Statutes (ORS 162.245, 162.325). School personnel are responsible for cooperating with, and making it possible for, law enforcement officials to interview students on school premises.

It is the responsibility of a law enforcement officer, who wishes to interview a student at school for law enforcement purposes, to contact that student's parent

or guardian in order to obtain advance authorization for the interview.

### Education Records

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. These rights are:

1. The right to inspect and review the student's education records within a reasonable period of time and without unnecessary delay and in no case more than 45 days after the District receives a request for access.
2. The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate, misleading or in violation of the privacy or other rights of the student.
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.

The Beaverton School District is authorized to disclose information contained in the student's education records 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/school resource officers); a person serving on the School Board; a person or company with whom the District has contracted to perform a special task, including but not limited to an attorney, auditor, medical, educational or other 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.

"Legitimate education interest" is defined as a direct or delegated responsibility for helping the student achieve one or more of the educational goals of the District, or if the record is necessary in order for the school official to perform an

administrative, supervisory, or instructional task or to perform a service or benefit for the student or the student's family.

“Directory Information” is personally identifiable information that is contained in an educational record of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Subject to this definition, the District has designated the following personally identifiable information in a student's record as “directory information” and will disclose this information without prior written parental or eligible student consent: Student's name; student's address; student's home telephone listing; student's electronic address; student's photograph; date and place of birth; major field of study; student's grade level; student's classroom teacher(s); participation in officially recognized sports and activities; weight and height of athletic team members; dates of attendance; degrees or awards received; most recent previous school or program attended.

In addition to the above, the District releases the names, addresses, and telephone listings of students to military recruiters for any branch of the United States Armed Forces, or to an institution of higher learning, that requests such information, unless the secondary student or parent requests that such information not be released without prior parental consent.

**Parent(s)/Guardian(s) or eligible students shall notify your school principal in writing within 15 days of receipt of this notice if they do not want the information outlined above released without their consent.**

4. 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, SW  
Washington, DC 20202-5901

### **Student Education Records**

Student education records are those records that are directly related to a student and maintained by the District, or by a party acting for the District.

The District shall keep and maintain a permanent record on each student which includes the:

- A. Name and address of educational agency or institution;
- B. Full legal name of the student;
- C. Student birth date and place of birth;
- D. Name of parents/guardians;
- E. Date of entry in school;
- F. Name of school previously attended;
- G. Courses of study and marks received;
- H. Credits earned;
- I. Attendance;
- J. Date of withdrawal from school;
- K. Voluntary social security number; and,
- L. Such additional information as the District may prescribe. The District may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. Compliance with this request is on a voluntary basis.

### **Student Fines, Fees and Education Records**

In compliance with ORS 339.260 and ORS 339.270, the district will:

- Withhold the grade reports, diploma and records of students or former students who owe fees, fines or damages of \$50 or more.
- Send a written notice to parents and students at least 10 days in advance of withholding stating the district's intent to withhold records until the debt is paid.
- The notification will include an itemization of the fees, fines or damages owed.
- The notification to parents will notify parents of their right to request a hearing. Annual notification will occur through the Consistent Discipline Handbook and the school handbooks.

- Records requested by another school district to determine a student’s appropriate placement may not be withheld.

In addition, the district may:

- Withhold the grade reports, diploma, and records of current or former students who owe debts of less than \$50.
- Failure to pay debts may result in a student’s being excluded from participation in extracurricular activities (e.g., athletics, music, and drama productions, rally, speech team, student government).
- Utilize a private collection agency to collect the debt.
- Waive the debt if the district determines that the student or the parent or guardian is unable to pay, payment of the debt could impact the health or safety of the students, the cost of providing notice exceeds the amount of the debt, or there are other mitigating circumstances.
- Students should return all resource materials and school equipment promptly and in acceptable condition. Students should promptly pay all fees, fines, and debts to the district (e.g., library charges, textbooks, locks, athletic equipment) in order to avoid withholding of grade reports, diploma (including participating in graduation ceremony), and records as well as the other consequences listed above.

### **Transferring Education Records - Duties and Responsibilities**

The District shall, subject to ORS 339.260, transfer all student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the District. The transfer shall be made no later than ten days after receipt of the request. A copy of the education records to be transferred shall be retained by the District in accordance with the following schedule:

- A. Records that the District determines by policy to be permanent records in accordance with OAR 581-21-250 (l) (i) shall be retained permanently.

- B. All records that show compliance with federal program requirements shall be retained for five years following the school year in which the records were created;
- C. All other records except minor referrals and supporting materials as described below shall be retained for three years following the school year in which the records were created;
- D. Minor behavior referrals from staff, records of conversations, parent notes regarding student behavior, written behavioral agreements between the student and school, detention records, bus citations and other written descriptions of minor behavioral infractions which will not result in the identification of a student for special education services or the suspension/expulsion of the student shall be retained until the school year ends.

### **Release of Personally Identifiable Information**

Personally identifiable information from education records shall not be released without prior written consent of the eligible student or student’s parent/guardian(s) except as permitted by state and federal laws pertaining to education records.

ORS 336.187 requires a school district to disclose personally identifiable information, allowed to be disclosed by the federal Family Educational Rights and Privacy Act (FERPA), to court and state and local juvenile justice agencies. Disclosure under this exception must relate to the court’s or juvenile justice agency’s ability to serve the needs of a student prior to the student’s adjudication.

Oregon Administrative Rule 581-21-0240, and corresponding District policy, required that we disclose personally identifiable information from education records to comply with a lawfully issued subpoena. Though your consent is not required as a matter of law, we are required to make a reasonable effort to notify the parent/guardian in advance of compliance with the subpoena. Such advance notice shall provide the parent/guardian with adequate time to peti-

tion the court or attorney issuing the subpoena with their objection to the subpoena.

### **Request for Amendment of Student's Education Record**

If an eligible student or student's parent(s) believe the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record. The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made. The request to amend the student's education record shall become a permanent part of the student's education record.

If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of his/her right to appeal the decision by requesting a hearing.

### **Student Record Rights of Parents & Eligible Students**

The District annually notifies parents and eligible students through this Beaverton School District Consistent Discipline Handbook of their rights. This notification states that the parent(s) or eligible student has a right to:

- A. Inspect and review the student's education records;
- B. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- C. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent;
- D. Pursuant to OAR 581-21-410, file with the United States Department of Education a complaint under 34 CFR Part 99.64 concern-

ing alleged failures by the District to comply with the requirements of federal law; and

- E. Obtain a copy of the District policy with regards to student education records.

Parents or eligible students may request that the District forward education records requested under OAR 581-021-0250 (l) (m) and (p) within ten days of receiving the request. District policy is located at the Administration Center, 16550 SW Merlo Road, Beaverton, Oregon 97006, and copies may be obtained from the Administrators for School Programs or from the Administrator for Special Education. Requests may be made in person or by mail.

These rights shall be given to either parent unless the District has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of post secondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student.

### **Student Record Rights of Parents & Eligible Students to Inspect and Review**

The District shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contains information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student.

The District shall not destroy any education records if there is an outstanding request to inspect and review the education record.

While the District is not required to give an eligible student or student's parent(s) access to treatment

records under the definition of “education records” in OAR 581-21-220 (6) (b) (D), the eligible student or student’s parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of their choice.

If an eligible student or student’s parent(s) so requests, the District shall give the eligible student or student’s parent(s) a copy of the student’s education record. The District may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record. The District shall not provide the eligible student or student’s parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes [(ORS 192.501 (4)].

The District may deny a request for a copy or copies of the education record when the District believes that a legitimate cause exists for such a denial, including, but not limited to, a request to copy the education record that would require the education record to be copied off District property or copied by an individual other than District personnel.

### **Parents and Unilateral Placement in a Private School**

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Parents are required to notify the district before removing their child from public school and unilaterally enrolling the child in a private school. The notification must be given 1) at the most recent IEP meeting the parents attended prior to the removal of the child from public school or 2) in writing at least 10 business days before withdrawing their child from public school. They must inform the district that they are rejecting the placement proposed by the district to provide FAPE to their child, including a statement of their concerns about the proposed placement, and of their intent to enroll their child in private school and seek public funding of that placement.

### **Parent/Guardian, Family, and Community Involvement**

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The District believes that parent, family, and community involvement is critical as we partner to achieve maximum educational growth for each and every child and prepare them for lifelong learning. The District respects families as important decision makers for their children’s education.

The District will establish a culture of best practices for parent/guardian, family, and community involvement in support of academic excellence for all children.

Schools, families, and community must all be actively involved in the development and implementation of practices and procedures that are broadly inclusive and provide opportunities for all parents/guardians and families to become involved in their child’s education.

The Parent, Family, and Community Involvement policy shall be developed and agreed upon in cooperation with parents. A written copy of this policy will be provided annually to parents and/or family, and to the extent possible, in a language they can understand.

### **Title I Schools**

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In compliance with federal law and Oregon Department of Education guidelines, the District shall ensure that parents are provided information, in an annual school-based meeting, regarding their school’s participation in the Title I program and its requirements. Parents of participating students shall be informed of their right to be involved in the development of their school’s Title I plan and school-parent compact. This policy shall be reviewed annually by the District’s Elementary and Secondary Education Act Committee and updated periodically to meet the changing needs of parents and schools.

The Superintendent shall develop administrative regulations to implement this policy and meet the requirements of the law.

## Protection of Pupil Rights Amendment and the Elementary & Secondary Education Act (ESEA)

The Protection of Pupil Rights Amendment (PPRA) (20 USC Sec. 1232h; 34 CFR Part 98) applies to programs that receive funding from the U.S. Department of Education. PPRA is intended to protect the rights of parents and students in two ways:

- It seeks to ensure that schools and contractors make instructional materials available for inspection by parents if those materials will be used in connection with a Department of Education-funded survey, analysis, or evaluation in which their children participate; and
- It seeks to ensure that schools and contractors obtain written parental consent before minor students are required to participate in any Department of Education-funded survey, analysis, or evaluation that reveals information concerning:
  1. Political affiliations;
  2. Mental and psychological problems potentially embarrassing to the student and his / her family;
  3. Sex behavior and attitudes;
  4. Illegal, antisocial, self-incriminating and demeaning behavior;
  5. Critical appraisals of other individuals with whom respondents have close family relationships;
  6. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers;
  7. Religious practices, affiliations, or beliefs of the student or student's parents; or
  8. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program).

Parents or students who believe their rights under PPRA may have been violated may file a complaint with the Department of Education by writing the Family Policy Compliance office. Complaints must contain specific allegations of fact giving reasonable cause to believe that a violation of PPRA occurred.

Parent(s) may remove their student from participation in

1. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information to others for that purpose;
2. The administration of any third party (non-Department of Education funded) survey containing one or more of the above described eight items of information;
3. Any non-emergency, invasive physical examination or screening that is: (a) required as a condition of attendance; (b) administered by the school and scheduled by the school in advance; and not necessary to protect the immediate health and safety of the student, or of other students.

The District will notify parents in advance of any activity described above.

## Section 504 Informational Notice

Section 504 of the Rehabilitation Act of 1973 is an Act that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activity (major life activities include activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, concentrating, thinking, learning and working);
- Has a record of such impairment;
- Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the Beaverton School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact your child's principal or the school 504 Coordinator or the District's Section 504 Program Manager, Constance J. Bull, 503-591-4365

Carl Mead, Deputy Superintendent  
Teaching and Learning  
Beaverton School District  
16550 SW Merlo Road  
Beaverton OR 97006-5152  
503-591-8000 FAX: 503-591-4415

### **Section 504 Parent/Student Rights in Identification, Evaluation and Placement**

The following is a description of the rights granted by federal law to children with disabilities (29 U.S.C. 706(7), Sec. 794; 34 C.F.R. Part 104, 20 U.S.C. Sec. 1232g; 34 C.F.R. Part 99). The intent of the law is to keep you fully informed concerning decisions about your child and to inform you of your rights if you disagree with any of these decisions.

The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record:

- A. Provide a written, dated request to inspect a student's education record;
- B. State the specific reason for requesting the inspection.

The written request will be permanently added to the student's education record. The District shall comply with a request for access to a student's education record within a reasonable period of time, but in no case more than 45 days after it has received the request.

You have the right to:

1. Have your child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition;
2. Have the school district advise you of your rights under federal law;
3. Receive notice (not necessarily in writing) with respect to identification, evaluation, or placement of your child;
4. Have your child receive a free, appropriate, and public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate. It also includes the right to have the school district make accommodations to allow your child an equal opportunity to participate in school and school-related activities;
5. Have your child educated in facilities and receive services comparable to those provided to non-disabled students;
6. Have your child if eligible under Section 504 receive regular education or special education and related aids and services that are designed to meet the individual need of students with disabilities as adequately as the needs of nondisabled students are met.
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by a group of persons who know your child, the evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to you than would be incurred if your child were placed in a program operated by the district;
9. Have your child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding your child's identification, evaluation, educational program, and placement;
11. Obtain copies of education records at a reasonable cost unless the fee would effectively deny you access to the records;
12. Have a response from the school district to reasonable requests for explanations and interpretations of your child's records;

13. Request amendment of your child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of your child. If the school district refuses this request for amendment, it shall notify you within a reasonable time, and advise you of the right to a hearing;
  14. Request mediation and/or an impartial due process hearing related to decisions or actions regarding your child's identification, evaluation, and educational placement. You and your child may take part in the hearing and have an attorney represent you. Hearing requests must be made to the State Superintendent of Public Instruction, Oregon Department of Education, Public Service Building, 255 Capitol NE, Salem, Oregon 97310-0203, pursuant to OAR 581-015-2390 through 2395;
  15. Ask for payment of reasonable attorney fees if you are successful on your claim; and
  16. File a local grievance with the District Section 504 Program Manager.
6. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior; and,
  7. Students and families impacted by sexual orientation generating safety concerns are encouraged to contact their school principal. This contact will be held completely confidential within the parameters of the law.

### **Child Find - Special Education and Section 504 - Notice to Parents**

**Educational services for children with disabilities are mandated by Oregon and federal law. Beaverton School District provides educational programs and services for eligible children kindergarten through high school. Appropriate services for each eligible child are based on his or her disability and Individualized Education Plan (IEP) or Section 504 Accommodation Plan. If your school age child (5 years to 21 years) has a disability or you believe your child may have a disability, please notify the special education teacher or school psychologist in your school. The NW Regional ESD/ Early Adulthood Special Education Department provides educational services for eligible children birth to kindergarten (contact 503-690-5446).**

### **Students Rights & Responsibilities**

Among these student rights and responsibilities are the following:

1. Civil rights - including the rights to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;
2. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school, as well as the responsibility to report violations of school rules to staff;
3. The right to due process of law with respect to suspension, expulsion and decisions.
4. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
5. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;

### **Weapons - Reporting to Law Enforcement**

School districts and ESD employees who have reasonable cause to believe that a person, while in school has or within the previous 120 days, unlawfully possessed a firearm or destructive device, must report that conduct immediately to a school administrator, school director or law enforcement agency within the county.

## Additional Policies and Procedures

### Electronic Communications - Parental Permission for Student Use

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The District believes that access to electronic communications devices and services is in the interest of all students. However, parents may wish to restrict their students use of e-mail and World Wide Web services. Doing so may result in student difficulty accessing key resources and completing research assignments in a timely and efficient manner. All students will be granted access to World Wide Web services and e-mail accounts at the start of each school year.

**Parents may request that access to these services be denied for the current school year. Requests should be made, in writing, to the school principal, within four school weeks from the start of the school year or student's enrollment.**

### Lockers

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Lockers are provided for the convenience of students. The school makes every attempt to provide lockers with operating locking mechanisms. Should there be a defect with your student's locker, the student should report that defect to the school administration. The school will not be responsible for any missing or stolen property from your student's locker. This also applies to gym lockers. Lockers are subject to search and inspection as set forth in this Handbook.

### Participation in Comprehensive MS/HS Athletics and Activities

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Students at an Options program who choose to participate in athletics and activities at their home comprehensive school shall notify their Options program of this participation. This is to ensure that the comprehensive school has the necessary student information (i.e., student health conditions, contact information).

### Permission to Transport

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Every student has the right to be transported in case of an emergency, ride a bike, walk to and from school and attend local field trips (with permission). If you do not want your student to have these permissions, you must inform the school office in writing within two weeks of enrollment each school year.







## Introduction

Research indicates that parents play a pivotal role in keeping young people out of gangs. Negative influences within the family—including domestic violence, child abuse, harsh or inconsistent parenting practices, and/or drug/alcohol abuse by family members—can increase the risk that a youth will join a gang.



Parents can protect their children from gang activity through taking positive actions, such as monitoring their children's activities, fostering close relationships with them, and using positive discipline strategies. However, parents often lack factual information about gangs.

## Behaviors Associated With Joining a Gang

The early adolescent years (12–14 years of age) are a crucial time when youths are exposed to gangs and may consider joining a gang. Youths who are becoming involved in a gang may exhibit the following behaviors:

### Negative changes in behavior, such as:

- ✓ Withdrawing from family
- ✓ Declining school attendance, performance, or behavior.
- ✓ Staying out late without reason.
- ✓ Unusual desire for secrecy.
- ✓ Confrontational behavior, such as talking back, verbal abuse, name calling, and disrespect for parental authority.
- ✓ Sudden negative opinions about law enforcement or adults in positions of authority (school officials or teachers).
- ✓ Change in attitude about school, church, or other normal activities or change in behavior at these activities.



### Interest in gang-influenced music, videos, and movies.

### Use and practice of hand signals to communicate with friends.

### Peculiar drawings or gang symbols on schoolbooks, clothing, notebooks, or even walls.

### Drastic changes in hair or dress style and/or having a group of friends who have the same hair or dress style.

### Withdrawal from longtime friends and forming bonds with an entirely new group of friends.

### Suspected drug use, such as alcohol, inhalants, and narcotics.

### The presence of firearms, ammunition, or other weapons.

### Nonaccidental physical injuries, such as being beaten or injuries to hands and knuckles from fighting.

### Unexplained cash or goods, such as clothing or jewelry.



## Parents' Guide to Gangs

This guide is designed to provide parents with information in order to recognize and prevent gang involvement.



To request the Parents' Guide to Gangs, visit [www.nationalgangcenter.gov/parents-guide-to-gangs](http://www.nationalgangcenter.gov/parents-guide-to-gangs)

For more gang-related information and materials, contact the **National Gang Center™**  
 Post Office Box 12729  
 Tallahassee, Florida 32317  
 Phone: (850) 385-0600, Ext. 224  
 Fax: (850) 386-5356  
 E-mail: [information@nationalgangcenter.gov](mailto:information@nationalgangcenter.gov)  
 Web site: [www.nationalgangcenter.gov](http://www.nationalgangcenter.gov)



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## Common Gang Identifiers

**Gang-style clothing and dress:** Gang members may use a particular style of dress to identify with a particular gang, set, clique, or crew. This might include clothing or bandanas worn only in certain colors that are representative of a gang.

Other clothing that might be worn by gang members could include pants worn well below the waist (sagging); gang-themed T-shirts with pictures of gang members, prison scenes, graffiti, or slogans; two- or three-toned bead necklaces; sports clothing of specific teams; or colored fabric belts, occasionally with a metal buckle that includes the initial(s) of the gang.

However, gang clothing trends change and may be different from one place to another, so clothing alone may not be enough to indicate a child's affiliation with a particular gang, though it can be a clue.

**Colors:**

Many gangs use one or more colors as a symbol to represent their gang. These colors may be worn on shirts, bandanas, multicolored or single-colored beads, belts, hats, shoes, shoelaces, headbands, jewelry, and other items.

**Symbols and numbers:**

Some symbols and numbers may have special significance within the gang culture in a particular area. A few common symbols from some of the large gangs in the United States are stars (five- and six-pointed), crowns, pitchforks (pointing up or down), three dots in a triangle, and numbers. Contact your local police or sheriff's department to get specific information on the meaning of unidentifiable symbols or numbers that you may see in graffiti or clothing in your area.

**Sports items:** Letters, colors, or symbols may have a specific gang meaning in local street-gang culture, such as Kansas City Royals (KC = Kill Crips). Sports items may be purchased in a nontraditional color to correspond with the gang's colors or may be altered with graffiti or extra symbols or writing.

**Grffiti:**

Gangs use graffiti to mark their territory, brag about their reputation, mourn fallen members, and threaten or challenge rival gangs. For this reason, graffiti can be very dangerous and should be removed as soon as possible. Youths who are participating in graffiti may have items such as spray paints, spray-paint plastic tips, wide-tipped markers, or sketchbooks with graffiti works in progress and may have paint on their clothing, backpacks, or other items.

**Tattoos:**

Tattoos are used to show an individual's loyalty to his/her gang. These tattoos often include the name, initials, or symbols of the specific gang and may be found on the hands, neck, face, chest, or arms.

**Hand signs:**

Some gangs use specific hand gestures to communicate their affiliation with the gang and issue threats or challenges to rival gangs.

**Gang-influenced music and movies:**

Gangsta/gangster rap is a style of rap music characterized by violent, tough-talking lyrics that glorify street-gang culture. Many popular movies also focus on street gangs and their activities. Youths may show their interest in gangs through fascination with music and movies that portray street-gang culture.

## What Parents Can Do

**Talk to your children about gangs and ways to avoid them.**

Let them know that you disapprove of gangs and do not want to see them hurt or arrested.

**Tell your children not to:**

- ◆ **Associate with any gang members.**
- ◆ **Hang out where gangs congregate.**
- ◆ **Attend any party or social event sponsored by gangs.**
- ◆ **Use any kind of hand or finger signs that may be meaningful to gangs.**
- ◆ **Wear clothing that may have meaning to gangs in your area.**  
(Explain to your children that these clothing items can put them in danger and that you will not purchase them or allow them to be worn. If you are not familiar with these items, contact your local law enforcement agency for more specific information about gangs in your area.)

**Get to know your children's friends and the friends' parents.**

Be aware of their attitudes toward drugs, alcohol, and gangs. When children start to feel pressure to use drugs or join gangs, it usually comes from their friends.

**Talk to your children about ways to deal with pressure from friends.**

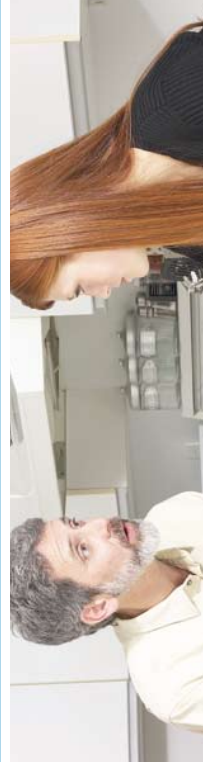
Help your children practice simple ways to respond to peer pressure. For example, if your child is challenged by a peer who says, "If you are my friend, you would," your child can respond, "If you were my friend, you wouldn't ask." Then, he/she should walk away.

**Set firm limits with your children and teens.**

Children and teenagers need to know clearly what is expected of them and the consequences for acting otherwise. Do not rescue your children from the consequences of their decisions.

**Plan family time.**

Make time for your family to play, eat meals together, take trips (even to local parks or activities), keep family traditions, and have family meetings to talk about plans, feelings, and complaints.



## School and Community Resources

<b>CRISIS LINES: All 24 Hour:</b>	
Alcohol & Drug Hotline	Help Line 503-988-4888 Youth Line 503-244-1611
Assessment Providers List Available at Schools or Call	503-591-8000
Child Abuse/Neglect Hotline	503-469-8620
Domestic Violence Resource Center - 24 hour Crisis Line	503-640-5352
Multnomah County Mental Health	503-988-4888 1-800-716-9769
Portland Women's Crisis Line	503-235-5333
Sexual Assault Resource Center	503-640-5311
National Suicide Prevention Hotline	1-800-273-8255
Multi-Service Center of the Oregon Dept. of Human Services	Hillsboro 503-648-8951 Beaverton 503-646-9952
Teen Helpline	1-877-533-7848
Washington County National Runaway Switchboard	1-800-786-2929
Washington County Crisis Line - 24 hour Crisis Hotline	503-291-9111
<b>ALCOHOL/DRUG SERVICES COUNSELING SERVICES:</b>	
Alcoholics Anonymous: for people who want to stop drinking e-mail: 1212@pdxaa.com	503-223-8569
Al-Anon/Alateen (for family, friends and teens or alcoholics)	503-292-1333
Cocaine Anonymous Helpline	503-256-1666
Narcotics Anonymous Helpline	503-727-3733
Nicotine Anonymous Helpline	503-323-2110
Oregon Partnership Helpline	1-800-923-4357
<b>MENTAL HEALTH AND DRUG/ALCOHOL COUNSELING SERVICES:</b>	
Dougy Center (grief support services for children 3-19, young adults 19-30 & their families)	503-775-5683
First Step Adolescent Center	503-538-7647
Kaiser Permanente Mental Health/Addiction Medicine	503-249-3434
Me Too Company (for children, teens & families in grief)	503-499-5307
Morrison Child & Family Services	503-258-4495
Northwest Behavioral Health Care	503-722-4470
Rimrock Trails Residential Treatment Center	1-888-532-6247
Substance Abuse & Mental Health - National Helpline	1-800-662-4357
Western Psychological Services	503-626-9494
Youth Contact (counseling for youth under 18 - mental health, alcohol, and drugs)	503-640-4222

## School & Community Resources

<b>OTHER USEFUL RESOURCES:</b>	
Asian Health Service Center	503-641-4113
Boys and Girls Aid Society	503-222-9661
Beaverton Family Resource Center	503-591-4176
Beaverton Multi-Service Center	503-646-9952
Information & Referral - Washington and Multnomah Counties	2-1-1 or 503-222-5555
Kids Turn (Washington County family law education program)	503-846-0665
Oregon Gambler's Anonymous Helpline	503-233-5888
Outside In - Portland	503-535-3800
Planned Parenthood	503-646-8222
Poison Control Center - Overdose/Poison (Oregon)	1-800-222-1222
Shelter Referral - Washington County	503-640-3263
<b>POLICE AND LEGAL SERVICES:</b>	
Beaverton Police Department	503-526-2260
Legal Aid Services of Oregon	503-648-7163
Public Safety Number - non emergency dispatch (Washington County)	503-629-0111
Washington County Sheriff	503-846-2721
Washington County Juvenile Department	503-846-8861

## School Resources

Your child's school also has on staff professionals trained in intervention and support who can provide you with confidential advice, information and a District listing of private sources of counseling. Contact your school if you would like to speak with:

The School Psychologist

The School Support Specialist

The School Nurse

The Prevention/Intervention Specialists

The School Counselor

The Beaverton School District has developed an Alcohol and Other Drug Use Prevention Program which promotes prevention through education, skill building, the provision of healthy activities, and home and community involvement. School and Community Resources have been provided with the intent of encouraging communication among parents, schools, and the Beaverton community.

## BEAVERTON SCHOOL DISTRICT 2011-2012 CALENDAR

*Calendar reflects a reduction of four unpaid furlough days*

JULY 2011						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24/31	25	26	27	28	29	30

AUGUST 2011						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	PS	PS	SD			

SEPTEMBER 2011						
S	M	T	W	T	F	S
(19)				PS	FD	3
4	H	F/L	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

OCTOBER 2011						
S	M	T	W	T	F	S
(20)						1
2	3	4	5	6	7	8
9	10	11	12	13	SD	15
16	17	18	19	20	21	22
23/30	24/31	25	26	27	28	29

NOVEMBER 2011						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	QG/TSD	H	12
13	14	15	16	17	18	19
20	21	22	23	H	SC	26
27	TG/QSD	29	30			(17)

DECEMBER 2011						
S	M	T	W	T	F	S
(12)				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	SC	SC	SC	SC	SC	24
25	SC	SC	SC	SC	SC	31

JANUARY 2012						
S	M	T	W	T	F	S
1	FD	3	4	5	6	7
8	9	10	11	12	13	14
15	SC	17	18	19	20	21
22	23	24	25	26	QG/TSD	28
29	30	31				(19)

FEBRUARY 2012						
S	M	T	W	T	F	S
(20)			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	H	21	22	23	24	25
26	27	28	29			

MARCH 2012						
S	M	T	W	T	F	S
(16)				1	2	3
4	5	6	7	8	TG/QSD	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	SC	SC	SC	SC	SC	31

APRIL 2012						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	QG/TA	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					(20)

MAY 2012						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	FD	26
27	H	29	30	31		(21)

JUNE 2012						
S	M	T	W	T	F	S
(9)					1	2
3	4	5	SLD	7	8	9
10	11	12	F/L	TLD/G	FD	16
17	*	*	*	*	*	23
24	25	26	27	28	29	30

- TG/QSD Trimester grading/quarter staff dev/workday/no students (2)
- QG/TA Quarter grading/trimester assessment/no students (1)
- QG/TSD Quarter grading/trimester staff dev/workday/no students (2)
- SD Staff dev/workday/no students (2)
- PS Pre-service/no students (3)
- TLD/G Teachers' last day/grading day (1)

- H Paid holiday (5)
- SC Schools closed (17)
- F/L First/last day for students (2)
- FD Unpaid furlough day (4)
- SLD Seniors' last day
- \* Possible makeup for emergency closures
- ( )** Total student contact days per month

The calendar is based on 189 certified days (173 student days, 5 holidays, 3 pre-service, 4 assessment/grading and 4 staff development). Student days in grading periods: Qtr. 1 = 46; Qtr. 2 = 40; Qtr. 3 = 46; Qtr. 4 = 41 / Trim. 1 = 54; Trim. 2 = 59; Trim. 3 = 60

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