

STUDENT & FAMILY HANDBOOK

2018 - 2019

District Goal: WE empower all students to achieve post-high school success.



WE Expect Excellence



WE Innovate



WE Embrace Equity



WE Collaborate

If you need this document interpreted please call (503) 356 -3755 (English)

如果您需要翻译服务，请致电欢迎中心。(Welcome Center) (503) 356-3779 (Chinese)

Si vous avez besoin de l'interprétation de ce document, veuillez téléphoner
(503) 356 -3773 (French)

日本語で説明が必要な方は、(503) 356- 3781 までご連絡下さい。(Japanese)

(Arabic) 503 356 3780 إذا كنت بحاجة إلى تفسير هذا المستند يرجى الإتصال على

한국어로 설명이 필요하시면 (503) 356-3778 로 연락주시기 바랍니다 (Korean)

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(503) 356-3755 (Spanish)

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(503) 356-3770 (Russian)

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Kama unahitaji hii kwa Kiswahili tafadhali piga simu (503) 356-3755 (Swahili)

אם יש לכם צורך במסמך זה מתורגם לעברית, תתקשרו בבקשה ל (503) 356-3755 (Hebrew)

Non-discrimination 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.

David Williams, 503-356-4330

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.



September 2018

Dear Students and Parents:

Welcome back to school! Every new school year brings renewed hope and possibilities. We are committed to student success and our District Goal: **WE empower all students to achieve post-high school success.**

WE recognize that reaching this goal requires a commitment from all of us. I can proudly say we take extraordinary measures to maintain safe, inclusive and caring schools. It takes intentional effort, dedicated staff and the broader Beaverton community to make it happen.

In Beaverton, we have a Strategic Plan to focus our collective efforts and resources aligned to our goal. Embedded in our plan are four pillars of learning that describe what we want to be known for. **WE** believe that as we provide education based on these pillars, students will achieve the District Goal.

EXCELLENCE

WE teach students knowledge and skills for our evolving world.

WE seek, support, and recognize our world-class employees.

INNOVATE

WE engage students with a variety of relevant and challenging learning experiences.

WE create learning environments that promote student achievement.

EQUITY

WE build honest, safe and inclusive relationships with our diverse students and their families.

WE provide needed support so that every student succeeds.

COLLABORATE

WE work and learn in teams to understand student needs and improve learning outcomes.

WE partner with the community to educate and serve our students.

For **all** of our students to succeed we must adapt and create educational opportunities such as Early Learning and Career Technical Education programs. We hold high expectations for our students and ourselves and seek continual improvement. Our students deserve the very best and it is up to all of us (our schools, families and community partners) to work together, to proactively seek solutions to the continual challenges we face.

Every year, a team of parents, teachers and administrators review and revise the Student and Family Handbook. Please take some time to become familiar with this information. **Our staff will be asking you to sign the Student and Family Handbook Review Form** included in the first day packet. Thank you in advance for your support, commitment and cooperation.

Have a great school year!

Sincerely,



Don Grotting

District Goal: WE Empower all students to achieve post-high school success.

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District Goal

WE empower all students to achieve post-high school success.



Our Pillars of Learning

WE EXPECT EXCELLENCE

- **WE** teach students knowledge and skills for our evolving world.
- **WE** seek, support, and recognize our worldclass employees.



WE INNOVATE

- **WE** engage students with a variety of relevant and challenging learning experiences.
- **WE** create learning environments that promote student achievement.



WE EMBRACE EQUITY

- **WE** build honest, safe, and inclusive relationships with our diverse students and their families.
- **WE** provide needed support so that every student succeeds.



WE COLLABORATE

- **WE** work and learn in teams to understand student needs and improve learning outcomes.
- **WE** partner with the community to educate and serve our students.



College and Career Readiness Standards

The Beaverton School District, including staff, students, parents, guardians, and community members, is committed to our District Goal:

WE empower all students to achieve post-high school success.

WE recognize that reaching this goal requires work from all of us.

WE expect excellence by setting high standards and encouraging all students to achieve their full potential, preparing students for college from the day they start Kindergarten, providing the best teachers and encouraging their professional growth, and clearly monitoring and communicating student success and challenges with parents and teachers. WE innovate by adapting teaching methods and environments to our changing world and integrating physical activity, technology and the arts into student experiences. WE embrace equity to ensure that every student achieves and receives the support they need to learn. WE collaborate among staff and with students, parents, and community members to strengthen relationships, work toward common goals, and guide student progress.

WE believe that as we provide education based on these pillars students will achieve the District Goal.

The Beaverton School Board and District leaders have defined what success looks like in the Beaverton School District and have selected the following measurements.

To assess college-readiness:

- Students completing at least two of these three benchmarks
 1. Students completing Oregon University System minimum entrance requirements of 15 specified college prep courses with a C grade or better
 2. Students completing the equivalent of at least 3 college level course with a C grade or higher (AP, IB, and/or Dual Credit)
 3. Students completing at least 1 full credit within a CTE Program of Study with a C grade or higher

To identify career-readiness:

- Students participating in at least one job, internship, apprenticeship, job-shadow, or service learning experience while in high school.

To monitor continual personal learning:

- Students are recording learning goals and reporting their progress towards achieving those goals.

To evaluate collaboration between students, teachers, and parents:

- Families reporting that they feel informed and valued as active partners in their child's education.

With these clear and focused measurements, we have defined the outcomes we strive for in the Beaverton School District and will align our efforts and resources accordingly. As a team of students, staff, parents, and community members, we are dedicated to all students' success.

District Strategic Measures

- % students who meet or exceed ELA, Math, Science standards - grades K, 3, 5, 8, 11
- % students graduating in four/five years
- % students completing four or more credits in the six Career Learning Areas
- % students missing ten or more school days

STUDENT & FAMILY HANDBOOK PHILOSOPHY

The Beaverton School District is committed to providing safe and effective learning environments where all students experience success. The quality of education depends not only upon the responsibilities of students, but also upon the quality of relationships among students, families, teachers, administrators and other school personnel. The Beaverton School District strives to develop and implement policies and procedures that will:

- Assure students that they can learn in a safe and respectful environment and can be treated in a fair, consistent, and non-discriminatory manner.
- Ensure parental confidence in the ability of every school to provide a safe and inclusive climate.
- Help administrators, teachers, and other school personnel provide effective teaching and learning environments.

This handbook details the expectations, responsibilities and rights of students, teachers, administrators, and parents/families as outlined by the state and federal guidelines. The intent of this resource handbook is to build partnerships with parents, guardians, families and students to ensure positive school experiences for all students.

Parents and families are vital to the success of the school. They have the responsibility to reinforce the learning process at home, to encourage and model safe and respectful behaviors, to motivate their children to be interested in school, and to see that their children attend school regularly. Parents and families should expect the highest level of achievement of which their children are capable, and teacher performances which can elicit this level of achievement. Parents and families are welcomed and encouraged to confer with teachers to find out how their children are progressing. It is our belief that parents and families play a critical role in ensuring a high quality education for their children.

Teachers and all other school personnel should treat all students with the same respect and consideration that they expect from students. Teachers need to teach and model a consistent set of behavioral expectations that lead to successful

learning experiences. Teachers should communicate with parents/guardians about school activities, positive accomplishments and any concerns they might have, and the ways in which parents and families can help their children succeed in school.

Administrators have the responsibility for assuring that the educational needs of students are met and that all members of the school community treat each and every student with respect, dignity, and affirmation. They should clearly state their belief to students, parents, families, and staff that school is a safe, rigorous, and inclusive place for high quality teaching and learning. They should clearly communicate discipline policies that promote the development of a safe and positive school culture.

If all stakeholder groups, namely students, parents, families, school personnel, and community members work collaboratively and creatively to develop and maintain a safe, respectful and inclusive environment – if students work hard and aim high – if parents and families provide support and encouragement – if school personnel build meaningful relationships with students, provide quality instructional programs, and demonstrate strong commitment to high standards – then excellence can be achieved in the Beaverton School District.



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 concerning their reporting of student performance.
- e. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary action taken by administrators or other school staff.
- f. Read all school records pertaining to their students, within appropriate guidelines.
- g. Obtain full information from your school or the district office on any rights referred to but not explained in this handbook.
 - The Beaverton School District has an obligation to ensure meaningful communication with Limited English Proficiency (LEP) parents in a language they can understand and to adequately notify LEP parents of information about any program, service, or activity that is called to the attention of non-LEP parents.
- 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:
 - If your child's teacher has completed the licensing standards which meet state requirements for the grades taught.
 - If your child's teacher teaches under an emergency or provisional status.
 - The academic degree(s) or other professional certification of your child's teacher.
 - If your child receives services from para-professionals and information about their training.

Parent/Guardian, Family, and Community Involvement

Policy Reference: IGBC – Parent/Guardian, Family, and Parental Involvement

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.



2018-19 Annual Notice for Statewide Tests

ALL STUDENTS GRADUATE PREPARED

In 2010, Oregon adopted higher K-12 standards in English Language Arts and Math to ensure all students move from grade to grade with the academic knowledge and skills necessary for success beyond high school. Because we raised the bar for what we expect students to know and be able to do, we have also changed the way we measure student progress through our state tests, known as Smarter Balanced.

Why does participation matter?

While no single test can give a complete picture of your child's progress, having your child take the statewide tests provides educators and administrators with information about what educational approaches are working and where additional resources are needed. Your child's participation is important to ensure schools and districts receive the targeted resources they need to help all students succeed.

Description of rights

House Bill 2655 permits parents and adult students to annually opt-out of Oregon's statewide summative tests in English Language Arts and Math by submitting an annual form to the school the student attends. Schools will provide parents with the annual form for 2016-17 at least 30 days prior to the start of testing. Visit this link to learn more about House Bill 2655: <http://tinyurl.com/OR-HB2655>.

STATEWIDE TESTING WINDOWS

Smarter Balanced English Language Arts & Math Tests
March 12 – June 7, 2019

Oregon Extended Assessments for English Language Arts & Math
February 14 – April 25, 2019

OREGON'S STATE TESTS

- **Challenge your child to think critically** and apply his or her knowledge to real-world problems
- **Go beyond multiple choice** and ask your child to explain his or her answers
- **Act as a snapshot of your child's progress** and may be considered along with other pieces of information to determine your child's academic success
- **Help identify schools and districts** that need additional supports to ensure more students are meeting higher standards

When will my child take the test?

Your child will be tested once after he or she has completed at least two-thirds of the school year. Your child's school will determine the specific dates your child takes the tests within the statewide testing window.

STAY INFORMED

Talk to your child's teacher or school principal if you have questions or want to learn more.

Resources

To learn more about what your child should know and be able to do in English Language Arts & Math: <http://tinyurl.com/ELARoadmap> & <http://tinyurl.com/MathRoadmap>

To view sample test questions: <http://tinyurl.com/ORPracticeTests>

To read more about your child's test results: <http://tinyurl.com/ORTestResults>

NOTES

ACCOUNTABILITY

Students

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 ("If you see something, Say something.")
- 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 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

Parents and Families

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 place at home for school work and making sure work is completed
- helping their children learn and resolve conflicts in positive ways
- helping to keep their school safe ("If you see something, Say something.")
- communicating and working with teachers and other school staff to support and challenge their children
- respecting school staff
- respecting 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

Teachers and other School Personnel

Staff will help parents and students by

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

Community Members

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 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

Admission of Resident Students

Policy Reference: JEC – Admissions
JECA – Admission of Resident Students

The District is committed to providing an educational program for all students living in the District. A student seeking enrollment in the District must meet all academic, age, immunization, and other eligibility requirements for admission as set forth in state law, board policy, and administrative regulations. Students and their parents should contact the school or District office for admission requirements.

The District will not deny admission to students who are under expulsion from another school district for reasons other than a weapons policy violation, however they will uphold the conditions of expulsion for the designated time remaining for the expulsion. The District shall deny for at least one calendar year or from the date of the expulsion admission to students who are under expulsion from another school district for a weapons policy violation.

Residency Changes During the School Year

Policy Reference: JEC – Admissions
JECA – Admission of Resident Students

Students whose legal residence changes to a different school district during the school year will be allowed to remain in the Beaverton School District to complete that school year.

Students are expected to maintain attendance at 92% or greater during this time. Students must not have more than one minor suspension, or a suspension greater than five days, and may not be expelled from school, or their ability to remain enrolled may be revoked.

Early Entrance

Policy Reference: JEBA – Early Entrance
JEBA-AR – Early Entrance

Students will be admitted to kindergarten if their fifth (5th) birthday occurs on or before September 1 of the year he/she first enrolls or if he/she is a kindergarten student transferring from a public school in another district. Students will be admitted to first grade if their sixth (6th) birthday occurs on or before September 1 of

the year he/she first enrolls, or if the student is transferring from a public school in another district or private school and has a birth date on or before October 1, or if they have completed a successful year in public kindergarten the previous year and would be continuing their formal education.

Special exceptions for early entry into kindergarten may be made for a student whose fifth birthday occurs after September 1 but not later than October 1 based on an analysis by a qualified professional of the student's intellectual functioning.

If a request is made to enroll a student in first grade who does not meet the requirements identified in Board Policy JEBA, the student will be enrolled in kindergarten. The student's progress will be assessed no later than the end of the first grading period and a determination about placement will be made.

Attendance

Policy Reference: JE – Attendance

All children between the ages of 6 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**. Children younger than age 7 who have enrolled in a public school are also required to regularly attend.

Efforts will be made by school officials to enforce the compulsory attendance laws of the state. Compliance, however, is a mutual responsibility of home and school. Students are expected to be punctual in reporting to classes and to attend regularly. The school will notify parents/guardians of irregular attendance or tardiness.

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. Students withdrawn will lose access to their Beaverton School District network account, email, Canvas, etc.

STUDENT WELFARE

Child Abuse

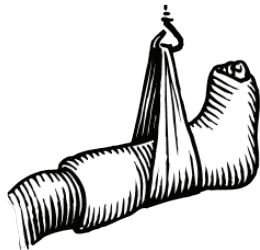
Policy Reference: JHFE – Reporting of Suspected Child Abuse
JHFF – Reporting Requirements Regarding Sexual Conduct

All District employees must report when there is reasonable cause to believe that a child has been abused or subject to sexual conduct (**ORS 339.388 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 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.

Accidents/Injury

School personnel will seek emergency medical assistance, including ambulance transportation, when such services appear warranted. When services are secured by school personnel, the cost of the services remains the family's responsibility. School personnel will attempt to contact the family or representatives as indicated on the current verification form. **It is the family's responsibility to keep the emergency contact information current.** Please call or write your school office with information changes.



School Grounds/Trespass

Policy Reference:

GCDA/GDDA – *Criminal History Records Checks*

IICC – *Volunteers*

KK – *Visitors*

KGB – *Public Conduct on District Property*

The Beaverton School District encourages parents and all citizens to visit the schools throughout the school year. To help protect students and school property, and to prevent disruptive activity, school officials must know if any persons who are not members of the school staff or student body are in the school building or on the school grounds.

Visitors and Volunteers

Visitors and volunteers must check in at the office and secure permission to be on campus. Visitors and volunteers must wear an identification badge while on campus, which allows staff and students to know the office has approved their presence on campus. All visitors and volunteers are required to check out at the school office upon departure.

All adult volunteers working in classrooms and other areas in schools must complete a background check and the online volunteer application. With the Volunteer Management System, the District is now able to track the status of volunteers and requires them to submit to a background check every two years.

Visitors who have a limited onsite visit, no student supervision responsibilities, and who are within sight and sound of a staff member are not required to undergo a background check.

Schools can contact the Community Involvement Department for further details.

Violations, Criminal Trespass

Disturbance of the educational process by students, parents and/or community members can result in the person being asked to leave school 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 express 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**.

Custodial/Non-Custodial Parents

The District encourages parents to be involved in their child's education and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following:

- Receiving and inspecting school records and consulting with school staff concerning the child's welfare and education; and
- Authorizing emergency medical, dental,

psychological, psychiatric or other health care for the child if the custodial parent is, for practical reasons, unavailable.

It is the responsibility of the parent with sole custody to provide any court order that curtails the rights of the non-custodial parent at the time of enrollment or any other time a court order is issued.

Non-custodial parents will not be granted visitation or telephone access to the child during the school day. The child will not be released to the non-custodial parent without written permission of the custodial parent or in compliance with parenting time obligations outlined in a court order provided to the District.

In the case of joint custody, the District will adhere to all conditions specified and ordered by the court. The District may request in writing any special requests or clarifications in areas concerning the child and the District's relationship and responsibilities.

Dress and Grooming

Dress or grooming, whether in school or out, is the responsibility of the student and his/her parent/guardian. When dress and grooming disrupts or directly interferes with the learning process for the individual student and/or other students, or endangers the health or safety of members of the school community, it may become necessary to take corrective action. Please be aware of any specific dress codes or guidelines at your individual school and please refer to Code 10.

Emergency Closure

All Portland area media outlets including TV stations, KATU (2), KOIN (6), KGW (8), KPTV (12), radio stations, and [FlashAlert.net](https://www.flashalert.net) will broadcast information about emergency closures. Once snow routes are called in the morning, they will remain snow routes in the afternoon. This holds true even if weather and road conditions improve. If weather conditions substantially improve by 11:00 a.m., any changes in afternoon bus service will be communicated no later than 1:00 p.m.. Parents can also check the Beaverton School District's main webpage banner and <https://www.beaverton.k12.or.us/depts/trans/pages/snow-routes.aspx> for the announcements or the Safety page for updates on weather or emergency closures. Parents may also receive a phone, email, or text message through the BSD's School Messenger System.

Emergency Protocol

Beaverton School District has adopted the Emergency Protocol for responses to emergencies and critical incidents that occur in our schools. The Emergency Protocol is utilized for students from Kindergarten through twelfth grade. Please take a moment to review the four actions as they are crucial for all Beaverton School District stakeholders. For more information, see Standard Response Protocol in back of this handbook.

Lockout – The threat or hazard is outside the school building. Secure the perimeter.

Lockdown – The threat is inside the building. Locks, lights, out of site.

Evacuate – Evacuate students and staff from one location to another.

Shelter in Place – Shelter is called when the need for personal protection is necessary.

Student-Parent Reunification

In the event of an emergency or critical incident, Beaverton School District is accountable for the reunification of students with their parents or guardians. The Student-Parent Reunification is used to achieve successful reunification through an orderly process that maintains the chain of custody for every student.

If a reunification is necessary, parents and guardians will be notified. The school or district will use broadcast phone or text messaging to distribute information on what has occurred, where to report, and what to bring. Parents and guardians will be required to present valid ID to pick up their student(s). Do not go to the school to pick up your child unless you have been given instructions to do so. For more information, see the Standard Reunification Method in back of this handbook.

Two-Hour Delay Snow Routes

When the District calls for a Two-hour Delay, Transportation will run the published Snow Routes with all buses delayed two hours in the morning for student pick up. For example, if your student's stop time is 8:05 AM, the stop time for a 2-hour delay will be 10:05 AM. Afternoon stop times run as regularly scheduled for Snow Routes.

STUDENT SERVICES

Health Services

Policy Reference:

JHC – Student Health Services

JHCA – Student Medical History

JHCC – Communicable Diseases

JHCD & JHCD-AR – Administering Noninjectable Medicine

JHCDA – Prescription Medications

Student Health Services

The District will provide registered nurses or school nurses, and will maintain a prevention-oriented health services program as provided in Board Policy JHC. School-based health clinics will provide all health services in accordance with Oregon laws and best medical practices. School-based health providers shall observe the District's Health curriculum and the high school learning targets in Sexual Health and the Prevention and Control of Disease, which are aligned with the Oregon State Standards in Health Education. The District promotes abstinence as the safest, most effective method of protection from HPV, STD/HIV, Hepatitis B and C, and pregnancy. School-based health providers also may provide accurate and balanced information, resources and services associated with any contraceptive or disease reduction method and explain proper use and effectiveness.

Health Information

Health information may be shared with school personnel on a "need to know" basis when information about your child's health is necessary for school personnel to care for and respond to your child's needs. It may be necessary to best serve the interests of your child that you sign a release of information between the school district and health care providers.

Emergency Information

The school must have a way to reach you in an emergency. Emergency contact information is entered at the beginning of each school year on the Student Verification of Enrollment Form. It is the responsibility of the parent/guardian to keep emergency information up-to-date. Emergency information can be updated via the ParentVue system throughout the school year.

Immunizations and Oregon Law

Oregon law requires that students have a current immunization record or a medical or non-medical exemption at school. The required immunization schedule can be found at: <https://www.beaverton.k12.or.us/PS/enrolling/Kindergarten%20Information/Immunizations.pdf>. Students not in compliance with the immunization requirements may not attend school and will be excluded.

School Nurses

The School Nurse is a registered nurse (RN) and is a key person for keeping students safe and well at school. The hours of the school nurse may vary and if the nurse is not available, staff are trained in first aid and can help children who become sick or injured at school. You may call the school if you would like to meet with the nurse.

Health Screenings

Oregon law provides that vision and hearing screenings shall be done to help identify hearing and vision concerns. The school nurse oversees these screenings. If you do not want your child included in these screenings, you must submit a written request to the school each school year.

Medication Administration At School

The District recognizes that administration of medication to students may be necessary at school. All requests to administer medication to a student shall be made by the parent in writing, including written instructions for the administration of the medication. Medication provided to schools must be accompanied with original bottle /medicine package. Please obtain and read the Medication Information for Parents document and Medication Authorization Form from your school office.

Self-Medication

Self-medication is not allowed in grades K-8 except in cases where a student must carry such medication on his/her person for immediate access during a medical emergency.

In grades 9-12, self medication of prescription medication is not allowed except in cases where a student must administer the medication during a medical emergency. Self-medication of non-prescription medication may be allowed. Please refer to Policy JHCD-AR for the specific requirements.

Contagious Conditions

To decrease the spread of contagious conditions in schools, inform your school of any your child having any of the following:

- A contagious disease.
- A rash accompanied by a fever. Students may return after the rash goes away or clearance is given by a health care provider.
- Drainage from a sore that cannot be contained within a bandage, sores increasing in size, or new sores that are developing day-to-day.
- A fever greater than 100.5 F. Students may return to school when fever free for 24 hours without fever reducing medicine.
- An unexplained vomiting episode. Students may return 24 hours after the last episode.
- 3 or more unexplained diarrhea episodes of watery or loose stools in 24 hours or sudden onset of loose stools. Students may return 24 hours after the last episode.
- A serious, sustained cough, shortness of breath, or difficulty breathing.

Nutrition Services Department

Nutrition Services serves meals that meet USDA nutrient standards every school day at all sites. At breakfast, students are offered 4 servings from 3 food groups (fruit, whole grains, LF/NF dairy). Students must take 3 servings for the meal to be considered a "complete" meal, and 1 of the 3 servings must include at least a ½ cup of fruit or vegetable. At lunch, students are offered foods from 5 different food groups, (fruit, vegetables, whole grains, LF/NF dairy & protein). They must take 3 of the 5 servings, and 1 of the servings must include at least a ½ cup of fruit or vegetables for the meal to be "complete".

All foods sold to students on campus during the school day other than school meals must meet Oregon Smart Snack Standards: <http://www.oregon.gov/ode/students-and-family/childnutrition/SNP/Pages/SmartSnacks.aspx>

Meal Times

Meal times are determined by each individual school's schedule. Please check with your student's school for the most current information.

Menus

Menus for breakfast and lunch for the current and succeeding months, as well as the A la Carte menus are posted on the Nutrition Services Website at: <https://www.beaverton.k12.or.us/depts/nutserv/Pages/menus.aspx>

Meal Prices

Meal prices for the 2018-19 school year will be posted on the following website in late August, 2018: <https://www.beaverton.k12.or.us/depts/nutserv/Pages/meal-price-info.aspx>

Free & Reduced Price Meal Benefits

Parents of students experiencing financial need must only complete one application for meal benefits for all students in their family.

Meal benefits on-line application and instructions are available at: <https://www.beaverton.k12.or.us/depts/nutserv/Pages/meal-benefits.aspx>. Paper copies of applications and instructions are also available in the school office, cafeteria, or from the Nutrition Services Meal Benefits office. The application process and each student's meal benefit status are completely confidential. Families may apply for meal benefits at any time throughout the school year, even up to the last day of school. However, a new application is required for each school year. For more information please call: Nutrition Services Meal Benefits Office 503-356-3957 or Multilingual Department 503-356-3755.

Parents of students experiencing financial need may have student fees waived by completing the Sharing Free or Reduced Price Information with other programs. Waived fees may include fees for student body, activities, athletics, field trips, workbooks, elective class, tests, medical, dental and eye programs. The form is available at: <https://www.beaverton.k12.or.us/depts/nutserv/pages/meal-benefits.aspx>

Student Meal Accounts & Making Meal Payments

Each student is assigned their own individual meal account which they can access using a Personal Identification Number, (PIN). The meal account is a debit account, so students eligible for full and reduced price meals must deposit money into their account before they can purchase meals. Parents may deposit

money into their student's account by any of the following methods:

- Sending a check made out to "BSD-Nutrition Services" or cash. When making a payment, please indicate your student's first and last name along with his/her PIN, on the memo line of the check. It's best to deliver the payments directly to Nutrition Services staff in the cafeteria so that the payments can be applied before the next meal. Some schools have payment drop boxes or baskets in the main office that you may also use for deposits, however, it's possible the payments may not be applied in time for use at the next meal service.
- Making payments online at www.schoolcafe.com. Parents can register to deposit funds with a small fee, and monitor account balances and set up low-balance emails for free. More information about registering for a SchoolCafe account is available: <https://www.beaverton.k12.or.us/depts/nutserv/Pages/meal-price-info.aspx> or by calling 855-729-2328.

Whenever your student graduates to the next level or transfers to another school within BSD, his/her account balance will transfer too.

Meal Charging Procedures

Procedures for students who do not have money in their meal account and who have not brought food from home, are posted on our Nutrition Services webpage.

Meal Etiquette & Food Safety

Health department regulations stipulate that students should wash their hands before eating and are not allowed to share any portion of their meals. When selecting food items, students should choose by looking first and must take the item they have touched. Students are expected to clean up after themselves, return trays to the proper location, recycle appropriate items, and dispose of garbage in the waste can.

Transportation Services

Policy Reference:

EEACC – *Student Conduct on School Buses*

EEACC-AR – *Discipline Procedures for District-Approved Student Transportation*

The District is responsible for children while on the bus, and our first concern is for the safe transportation of each student. Not following the posted instructions governing riding school buses may forfeit the student's privilege to ride District provided bus transportation and may result in additional disciplinary consequences.

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 Entry on a School Bus

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

STUDENT FINES OR FEES

Policy Reference: JN – *Student Fees*

No student will be denied an education because of his/her inability to pay supplementary fees. No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment. Fee structures and consequences of non-payment will be communicated to the students and the community. Students or parents owing money to the District will receive written notice that includes the reason the student owes money to the District, an itemization of the fees, fines or damages owed and the right to request a hearing.

Parents of students experiencing financial need may have student fees waived by completing the Sharing Free or Reduced Price Information with other programs. Waived fees may include fees for student body, activities, athletics, field trips, workbooks, elective class, tests, medical, dental and eye programs. The form is available at: <https://www.beaverton.k12.or.us/depts/nutserv/pages/meal-benefits.aspx>

All student fines and fees may be paid using the Online Payment System: <https://www.beaverton.k12.or.us/depts/business/Pages/Online-Payment-System.aspx>

EDUCATION RECORDS

Policy Reference:

JO – *Education Records*

JOA – *Directory Information*

JOB – *Personally Identifiable Information*

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 the above 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 (example, 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.

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.

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.

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 DIRECTORY INFORMATION RELEASED without their consent.

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 in all cases. Such advance notice shall provide the parent/guardian with adequate time to petition the court or attorney issuing the subpoena with their objection to the subpoena.

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 - Definition

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;

Transferring Education Records

The District shall, subject to **ORS 339.260**, transfer all student education records, including any NWESD 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 (I)** (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; and
- 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.

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 *Student & Family 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** concerning 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 97003, 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 behavioral and 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)/guardians so requests, the District shall give the eligible student or student's parent(s)/guardians 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)/guardians 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.

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

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. Sexual 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; or
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.

USE OF COMPUTER, INTERNET AND OTHER ELECTRONIC SYSTEMS

Policy References: IIBGA, IIGBA-AR –

Electronic Communications

JFCEB – *Personal Communication Devices and Social Media*

The District believes that access to electronic communications devices and services is in the interest of all students. Parents may wish to restrict their students' use of bsd48.org e-mail, however, doing so may result in student difficulty accessing key resources and completing assignments in a timely and efficient manner. All students will be granted access to the internet and Google Apps for Education at the start of each school year. Timely return of the Digital Resources Permission Form, as part of the Student Enrollment Forms, will secure the selection for the entirety of the student's career with Beaverton School District.

HOVER BOARDS

Rapidly increasing in popularity, hover boards create new safety challenges for schools to consider and recent reports of hoverboards exploding or combusting have further raised those concerns. Due to the liability of storing these devices for students and the associated concern of fire hazards, hoverboards may

not be used, charged, or stored in or near school buildings. This restriction will remain in effect until safety groups such as the Consumer Product Safety Commission declare these items to be mechanically fire safe, at which time we will reevaluate our position.

DRONES

Policy Reference: ECAB – *Unmanned Aircraft System (UAS) a.k.a. Drone*

Students are permitted to operate a UAS solely as part of a course requirement and under the direct supervision of staff. All drone operation is subject to approval by Risk Management and building administration to ensure that proper insurance, registration and authorization are in place prior to the adoption of curriculum that incorporates the use of a UAS.

EQUITY POLICY

Policy Reference: ADA – *District Equity Policy*

The Beaverton School District is a community of learners committed to equity and the success of every student. This commitment means that student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies. Equity in education is about inclusiveness and social justice and not to be used interchangeably with the principles of equality. The principle of educational equity goes beyond formal equality where all students are treated the same. Instead, educational equity fosters a barrier-free environment in which all students have the opportunity to benefit equally. The District will apply the principle of equity to all policies, programs, operations, and practices and ensure all students have access and opportunity to high quality education.

NON-DISCRIMINATION

Policy Reference: AC – *Non-Discrimination*

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.

David Williams, 503-356-4330

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 Policies GBN/JBA, GBNA or JFCF.

SAFEOREGON TIPLINE

SafeOregon is a statewide school safety tip line that gives students, parents, schools and their communities a way to anonymously report school safety threats or potential acts of violence. SafeOregon is another path for communicating with school administration when school safety incidents occur.

Students, parents, and school staff can report a tip the following ways:

Call or text: 844-472-3367

Email: tip@safeoregon.com

Online: safeoregon.com

BULLYING AND HARASSMENT

Policy Reference:

JFCF – *Hazing/Harassment/Intimidation/Bullying/Menacing/Cyberbullying – Students*

The District is committed to providing a safe, positive and productive learning environment for all students. The District will not tolerate hazing, harassment, intimidation, menacing, bullying and cyberbullying, as well as teen-dating violence by students in schools or school campuses, school sponsored buses, school-related or school-sponsored events, or through the use of data or computer software that is accessed through a computer, computer system, or computer network. The physical location or the time of access of a computer-related incident may not be raised as a defense in any disciplinary action initiated pursuant to this policy when such incident has the effect of substantially interfering with or disrupting another student or employee's rights. Harassment and bullying means any act that substantially interferes with a child's education that has the effect of physically harming the student or their property, placing a student in fear of physical harm to themselves or their property, or creating a hostile learning environment.

Students are encouraged to report incidents of harassment, bullying, cyberbullying, and teen dating violence to any staff member. The building principal

or his or her designee will conduct a prompt investigation. The complainant will be notified of the findings of the investigation and, as appropriate, that remedial action has been taken.

Complaint Procedure

Policy Reference: KL – *Public Complaints*

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.

Complaints in these areas must be filed under the following:

1. Harassment: GBN/JBA, GBN/JBA-AR, GBNA, GBNA-AR, JFCF, JFCF-AR;
2. Instructional Resources/Instructional Materials; IIA, IIA-AR;
3. Compliance with Standards: LGA.

Please refer to <https://www.beaverton.k12.or.us/dist/Pages/Complaint-Process.aspx>.

GANG ACTIVITY

Policy Reference: JFCEA – *Secret Societies – Gangs*

The District takes gang behavior in our schools and at school-sponsored events very seriously. Gang related behavior creates a climate of violence and disruption in our schools that causes students and staff to feel unsafe. It may also put the students engaged in gang behavior at risk of violent attacks by rival gang members. A “gang” is defined as a group that identifies itself through the use of a name, unique appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity. *Please refer to “Gang Activity Warning”, “Safety Contract”, and “Parents Guide to Gangs”.*

For additional information and materials regarding gang related activity, please visit <http://www.nationalgangcenter.gov/>

THREAT ASSESSMENT

The Beaverton School District Student Threat Assessment Team (STAT) was developed to implement a systematic approach to investigate and assess students who are engaged in or exhibiting behaviors implying aggression or violence directed at other people. This system combines the use of investigative information gathering strategies along with questions related to targeted violence. The purpose is to collect data to help make informed decisions about a student’s level of threat towards others, identify potentially dangerous situations, and develop and implement a safety/monitoring/management plan. “Risk Investigation” and “Risk Assessment” are part of the STAT process. If a student/staff suspects there is a targeted threat of violence, building administration and Public Safety will be notified. It is not designed for use with students who are suicidal, acting out sexually, or setting fires, unless they are doing so as an act of violence intended to cause serious or lethal injury to others.

Student Threat Assessment Team (STAT)

Goals

1. To provide a protocol to assess threats of potentially harmful behaviors, risk factors, and action required to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of safety monitoring and management plans.
3. To develop and maintain a sense of safety among students, teachers, staff, and parents/guardians.

System

The system consists of the following levels:

1. **Inquiry** A School Administrator consults with another member of the STAT team and determines the need for a Level 1 assessment.
2. **Level 1** A school based Student Threat Assessment Team (STAT) consisting of an administrator, SRO, “school psychologist and/or school counselor, and case manager, if incident involves a student with disabilities. The team may involve other participants in the Level 1 process and/or request consultation from the district STAT Coordinator.

3. **Level 2** If the Level 1 team determines there is need for further assessment, assistance in development of the Student Safety Management Plan, or concerns that cannot be addressed at the Level 1 then the case will be referred to the Level 2 team. The Level 1 team will contact the STAT Coordinator / PSO, to initiate the referral. The Plan Manager on the Level 1 team will present the case to the Level 2 team. **Level 2 Teams** are a panel of multi-agency members from the School District, local Law Enforcement, Washington County Mental Health, DHS, and Washington County Juvenile Department that assists school based STAT members with threat management and identification of resources. **Level 2 Teams** do not case manage.

SUICIDE INTERVENTION

The Beaverton School District takes suicide concerns very seriously. School staff will follow the BSD Suicide Intervention Protocol for all students identified as being at risk for suicide. Trained suicide screeners (school counselors, school psychologists, and administrators) will interview students of concern to assess risk, notify the parent/guardian immediately, and develop a comprehensive Student Support Plan to ensure safety and ongoing monitoring. Interventions may include additional assessment/evaluation and safety planning through the Washington County Crisis Team, the local Emergency Dept, and/or consultation with law enforcement. If you have concerns about your student, please contact his/her school counselor to discuss how the school can best provide support. If you need immediate assistance, please call 911 or the 24 hour Washington County Crisis Line at (503)291-9111.

ADDRESSING CONCERNING SEXUAL BEHAVIOR

The Beaverton School District has a leveled protocol in place to address concerning sexual behavior. When school officials learn of concerning sexual behavior or the threat of concerning sexual behavior occurring on or off school grounds, before, during, or after school, they will file the required report with the appropriate protective body (i.e. law enforcement, Child Protective Services (DHS), etc). The school administrator, in consultation with the school counselor and/or school psychologist, will then determine whether

to proceed with a Level 1 Assessment. Following the outcome of the Level 1 Assessment, a supervision plan will be implemented to ensure student safety. If the school based team cannot confidently create an adequate supervision plan, they can request a Level 2 Assessment. The school based team will then present the case to the multidisciplinary Level 2 team consisting of representatives from the school district, law enforcement, Washington County Mental Health, the Juvenile Dept., and Child Welfare. Though this team does not provide case management it serves a consultative function to assist the school in creating an appropriate supervision plan.

Sexual Incident Response Committee (SIRC)

Goals

1. To provide a protocol to assess developmentally non normative student sexual behaviors to support school safety.
2. To provide a multi-level system that can mobilize broader community responses and resources to help facilitate the development and implementation of supervision, monitoring and management plans.
3. To develop and maintain a sense of safety among students, teachers, staff, and parents/guardians by protecting victims from further trauma, and accused students from further allegations.

System

The system consists of the following levels:

1. Inquiry: A School Administrator consults with another member of the SIRC team and determines the need for a Level 1 assessment. If no risk is present, a copy of the Inquiry form will be sent to the SIRC Coordinator. We will move forward with a level 1 for all non normative sexual behaviors and for situations where a pattern of socially inappropriate behavior is present.
2. Level 1: A school based Sexual Incident Response Committee (SIRC) consisting of an administrator, SRO, "school psychologist and/or school counselor, and case manager, if incident involves a student with disabilities. The team may involve other participants in the Level 1 process and/or request

consultation from the district SIRC Coordinator. All level 1 assessments will result in a supervision plan for the student exhibiting sexual behaviors.

3. Level 2: If the Level 1 team determines there is need for further assessment, assistance in development of the Student Supervision Plan, or concerns that cannot be addressed at the Level 1 then the case will be referred to the Level 2 team. The Level 1 team will contact the SIRC Coordinator to initiate the referral. The Plan Manager on the Level 1 team will present the case to the Level 2 team. Level 2 Teams are a panel of multi-agency members from the School District, local Law Enforcement, Washington County Mental Health, Child Welfare, and the Juvenile.

CODE OF CONDUCT: DISCIPLINARY INTERVENTIONS & RESPONSES TO STUDENT CONDUCT

The District expects, encourages, and trusts our students to be safe and make healthy decisions regarding their behavior. When students make poor decisions, there may be interventions and responses to those actions that are age appropriate, consider the student's mental capacity, and to the extent practicable, use approaches that are evident through research to be effective.

The Code of Conduct outlined on pages 30-47 of this handbook applies to students at all times while they are Beaverton School District property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school sponsored event. The District recognizes that some incidents that occur off school ground may seriously affect school safety and school climate. In those cases, the District may implement intervention and disciplinary responses based on their impact on school safety and school climate.

The District shall enforce consistently, fairly, and without bias all student conduct policies, administrative regulations, and school rules.

Mitigating circumstances may include:

1. age
2. self-defense

3. lack of knowledge of rules
4. provocation
5. inability to reason
6. disability

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They are logical, fair, consistent, and developmentally appropriate.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for parent/family and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engage in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

LEVELS OF INTERVENTION AND DISCIPLINARY RESPONSE

Each level of intervention and discipline in this section may include the strategies described below, but is not in any way limited to those strategies or options that are specifically listed. School personnel have the discretion to use interventions and/or discipline that is deemed appropriate to the conduct.

LEVEL 1

Classroom Interventions and responses. Quality classroom instruction and management result in increased student engagement and decreased behavioral issues. These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

School-Based Interventions. These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning

and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior

LEVEL 2

Intensive support and administrative staff interventions and responses. These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

LEVEL 3

Suspension and referral responses. These interventions may involve the removal of a student from the school environment for up to seven days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while still adequately addressing the behavior.

LEVEL 4

Extended suspension and referral responses. These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.

Suspension/Expulsion Process

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.

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.

The use of out-of-school suspension or expulsion for discipline of a student in the fifth grade or below, is limited to:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
3. When the suspension or expulsion is required by law.

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. Students may be expelled for any of the following circumstances:

- a) *when a student's conduct poses a threat to the health or safety of students or employees;*
- b) *when other strategies to change the student's behavior have been ineffective; or*
- c) *when required by law.*

Expulsions shall be recommended only by the school principal to the appropriate Executive Administrator. 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 Executive Administrator. 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.

In cases where students are being recommended for expulsion for violations of the following codes, a Safety Plan and STAT / SIRC paperwork must be submitted to the Executive Administrator as part of the Expulsion Packet.

- **Code 3** – Assault
- **Code 5** – Bullying / Harassment
- **Code 12** – Disruptive appearance/student dress
- **Code 13** – Fighting
- **Code 14** – Fire Setting / Attempted Fire Setting / Fire Play
- **Code 15** – Fire Tools / Ignition Sources
- **Code 23** – Secret Societies / Gangs
- **Code 24** – Sexual Harassment
- **Code 28** – Threats / Menacing / Hate Lists
- **Code 33** – Weapons: Dangerous or Deadly, other than Firearms, Knives, and Explosive Devices
- **Code 34** – Weapons: Explosive Device
- **Code 35** – Weapons: Firearms
- **Code 36** – Weapons: Knives and Look-Alike Knives
- **Code 37** – Weapons: Look-Alike Explosive Devices, Firearms, or Other Dangerous or Deadly Weapons
- **Code 38** – Weapons: Others

In addition, as part of the Expulsion Packet, the principal should address the following questions:

1. What interventions have been helpful in the past for this student?
2. What are some key components of an effective alternative setting for this student?
3. Could an administrative transfer to another BSD school be an option for this student, in lieu of expulsion?

4. Does the student have certain protective factors present in your building (extra curricular activities, positive adult relationships, a positive peer group, etc.) that could be further explored and included in a comprehensive safety plan in lieu of expulsion?

5. What are the student's strengths?

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, ammunition, hit or threat lists, 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 violations 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 anytime. 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 Student & Family 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.

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.

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 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 recommendation of the evaluator and submit necessary progress reports to the principal or designee

If the evaluation 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. The Insight program is a series of 3 evening classes that both the student and at least parent must attend together. The program includes information on the physical, mental and legal impacts of use, as

well as risk factors, prevention tips, community resources and family communication and problem solving skills.

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

A 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. If the student or parent/guardian refuses to permit the evaluation and any recommended Level 1, 2, 3 or 4 chemical dependency treatment, a recommendation for expulsion will be made to the Executive Director 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.
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 recommendation of the evaluator and submit necessary progress reports to the principal or designee.

If the evaluation 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. The Insight program is a series of 3 evening classes that both the student and at least parent must attend together. The program includes information on the physical, mental and legal impacts of use, as well as risk factors, prevention tips, community resources and family communication and problem solving skills.

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

A 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. If the student or parent/guardian

refuses to permit the evaluation and any recommended Level 1, 2, 3 or 4 chemical dependency treatment, a recommendation for expulsion will be made to the Executive Director 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.

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 or trade 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.

DISCIPLINARY PROCEDURES: SPECIAL EDUCATION & SECTION 504

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") 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.

A STUDENT'S RIGHT TO HEAR HIS OR HER ACCUSER

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

DENIAL OF ADMISSION TO REGULAR SCHOOL PROGRAM

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

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.

REQUIRED REPORTS TO LAW ENFORCEMENT

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 shall 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.

FIRE MARSHAL

When a student violates CODE 14, the fire marshal at Tualatin Valley Fire and Rescue and the Public Safety Office will be contacted. The fire 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.

Required Reports to Public Safety Office

School administrators will notify the Public Safety Office of all incidents of guns / deadly weapons on campus, as well as serious and credible threats and "hate list" incidents. Administrators must also contact the Public Safety Office to obtain a Level 1 STAT case number.

LEVEL 1

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior

LEVEL 2

Intensive support and administrative staff interventions - aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

LEVEL 3

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

LEVEL 4

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.

| STUDENT CONDUCT OFFENSE | DISCIPLINARY RESPONSE | | | | *Law Enforcement and Public Safety Office should be contacted |
|---|--------------------------|---------|---------|---------|--|
| | MIN<-->MAX | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | |
| ACADEMIC INTEGRITY - CODE 1 | | | | | |
| Cheating, plagiarizing, presenting another person’s work as your own or any misrepresentation of the truth about your work. | X | X | | | |
| ALCOHOL - CODE 2 - (Follow PROTOCOL on page 34) | | | | | |
| Use, Possession and/or Intent to possess, Under the influence | | | X | X | X |
| Distributing or Sharing | | | X | X | X |
| Selling | | | | X | X |
| ASSAULT - CODE 3 - Synergy requires victim’s names - Expulsion requires safety plan | | | | | |
| Intentionally, knowingly or recklessly causing physical injury to another | | | X | X | X |
| AUTOMOBILE MISUSE - CODE 4 - Expulsion requires safety plan | | | | | |
| Not following rules and regulations concerning vehicles on school premises | | X | X | X | |
| BULLYING/HARASSMENT - CODE 5 - Synergy requires victim’s names | | | | | |
| Harassing, intimidating, bullying or cyberbullying | | X | X | X | X |
| BUS MISCONDUCT - CODE 6 | | | | | |
| Minor Disruptions (eating, noise, etc.) | X | X | | | |
| Serious Disruptions (attacking students) | | X | X | X | |
| CLOSED CAMPUS - CODE 7 | | | | | |
| Leaving school property without pre-arranged permission on file | | X | X | | |
| DANGEROUS DRUGS - CODE 8 - (Follow PROTOCOL on page 34) | | | | | |
| Use, Possession and/or Intent to possess, Under the influence | | | X | X | X |
| Distributing or Sharing | | | X | X | X |
| Selling | | | | X | X |
| DEFIANCE OF AUTHORITY - CODE 9 | | | | | |
| Refusal to follow the reasonable requests of District personnel and/or designated authority | X | X | X | | |
| DISORDERLY OR DISRUPTIVE CONDUCT - CODE 10 | | | | | |
| Language or behavior which disrupts and/or interferes with the educational process | X | X | X | | |
| DISRUPTIVE APPEARANCE/STUDENT DRESS - CODE 11 | | | | | |
| Failure to meet dress and/or grooming standards | X | X | X | | |

LEVEL 1

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior

LEVEL 2

Intensive support and administrative staff interventions - aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

LEVEL 3

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

LEVEL 4

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.

| STUDENT CONDUCT OFFENSE | DISCIPLINARY RESPONSE | | | | *Law Enforcement and Public Safety Office should be contacted |
|--|--------------------------|---------|---------|---------|---|
| | MIN<-->MAX | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | |
| EXTORTION - CODE 12 - Expulsion requires safety plan | | | | | |
| Demanding money or something of value in return for protection from violence or threat of violence | X | X | X | X | X |
| FIGHTING - CODE 13 - Expulsion requires safety plan | | | | | |
| A hostile physical encounter between individuals | | X | X | X | |
| FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY - CODE 14 (Follow PROTOCOL on page 40) - Expulsion requires safety plan | | | | | |
| Using fire to destroy or attempt to destroy property | | | X | X | X |
| FIRE TOOLS/IGNITION SOURCES - CODE 15 | | | | | |
| Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources | | X | X | X | X |
| FORGERY/LYING - CODE 16 | | | | | |
| Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth | X | X | X | | |
| GAMBLING - CODE 17 | | | | | |
| Participating in games of chance for the purpose of exchanging money and other things of value | | X | X | | |
| LEWD CONDUCT/PROFANITY - CODE 18 | | | | | |
| Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured | X | X | X | | |
| LOITERING (AFTER SCHOOL SUPERVISION) - CODE 19 | | | | | |
| Unsupervised students loitering in school buildings before or after school hours | | X | X | | |
| MEDICATION - CODE 20 (Follow PROTOCOL on page 41) | | | | | |
| Distribution, sharing, and/or selling of prescription or over the counter medications or supplements | | X | X | X | X |
| PHYSICAL ALTERCATION MINOR - CODE 21 - Synergy requires victim's names | | | | | |
| Confrontation, tussle, or physical aggression that does not result in injury | X | X | X | | |
| RECKLESSLY ENDANGERING - CODE 22 - Synergy requires victim's names - Expulsion requires safety plan | | | | | |
| Reckless, unintentional conduct which creates substantial risk of physical injury to another person or self | | X | X | | |
| SECRET SOCIETIES/GANGS - CODE 23 (Follow PROTOCOL on page 41) - Expulsion requires safety plan | | | | | |
| Participating in a secret society or gang-related activities | | X | X | X | X |

LEVEL 1

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior

LEVEL 2

Intensive support and administrative staff interventions - aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

LEVEL 3

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

LEVEL 4

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.

| STUDENT CONDUCT OFFENSE | DISCIPLINARY RESPONSE | | | | *Law Enforcement and Public Safety Office should be contacted |
|--|--------------------------|---------|---------|---------|---|
| | MIN<-->MAX | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | |
| SEXUAL HARASSMENT - CODE 24 (Follow Sexual Incidence Response Committee (SIRC) PROTOCOL on BSD Intranet) - Synergy requires victim's names - Expulsion requires safety plan | | | | | |
| Sexual harassment that is verbal, visual, written, electronic, or physical and nature | X | X | X | X | X |
| TARDINESS - CODE 25 | | | | | |
| Arriving late to school and/or class | X | X | | | |
| TECHNOLOGY MISUSE - CODE 26 (Follow PROTOCOL on page 41) | | | | | |
| Failure to comply with the District's "Electronic Communication Agreement" | X | X | X | | X |
| THEFT - CODE 27 - Synergy requires victim's names | | | | | |
| Taking, giving, selling or receiving property not belonging to you | X | X | X | X | X |
| THREATS/MENACING/HATE LISTS - CODE 28 **ORS 339.327 (Follow PROTOCOL on page 45 and STAT Protocol on Intranet) Synergy requires victim's names | | | | | |
| An intentional, serious threat by word or act which places another person in fear of imminent serious physical injury | | X | X | X | X |
| TOBACCO - CODE 29 | | | | | |
| Tobacco use, possession, sharing, and/or distribution | | X | X | | |
| TRESPASSING - CODE 30 | | | | | |
| Entering or remaining unlawfully in School District buildings | | X | X | X | X |
| UNEXCUSED ABSENCE - CODE 31 | | | | | |
| Any absence which has not been excused by parent or legal guardian and/or appropriate school staff | X | X | | | |
| VANDALISM - CODE 32 | | | | | |
| Intentionally damaging, defacing or destroying property | X | X | X | X | X |
| WEAPONS: DANGEROUS OR DEADLY, OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES - CODE 33 (Follow PROTOCOL on page 46) - Expulsion requires safety plan | | | | | |
| The use, possession or sale of a dangerous or deadly weapon | | | X | X | X |
| WEAPONS: EXPLOSIVE DEVICES - CODE 34 (Follow PROTOCOL on page 47 and STAT Protocol on Intranet) - Expulsion requires safety plan | | | | | |
| The use, possession, or sale of an explosive device or material | | | | X | X |

LEVEL 1

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior

LEVEL 2

Intensive support and administrative staff interventions - aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

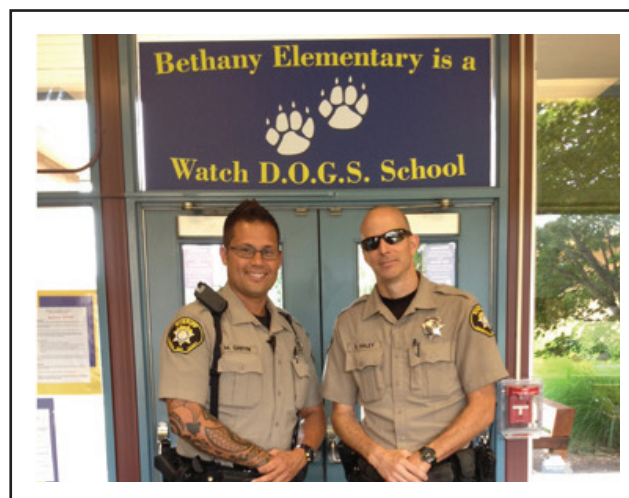
LEVEL 3

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

LEVEL 4

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.

| STUDENT CONDUCT OFFENSE | DISCIPLINARY RESPONSE | | | | *Law Enforcement and Public Safety Office should be contacted |
|--|--------------------------|---------|---------|---------|---|
| | MIN<->MAX | | | | |
| | Level 1 | Level 2 | Level 3 | Level 4 | |
| WEAPONS: FIREARMS - CODE 35 **ORS 339.315 (Follow PROTOCOL on page 47 and STAT Protocol on Intranet) - Expulsion requires safety plan | | | | | |
| The use, possession, or sale of a firearm | | | | X | X |
| WEAPONS: KNIVES AND LOOK-ALIKE KNIVES - CODE 36 (Follow PROTOCOL on page 47) - Expulsion requires safety plan | | | | | |
| The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length | | X | X | X | X |
| WEAPONS: LOOK-ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS - CODE 37 (Follow PROTOCOL on page 47) - Expulsion requires safety plan | | | | | |
| The possession, use, or threat of use of a look-alike explosive device, firearm,, or other dangerous or deadly weapons | | X | X | X | X |
| WEAPONS: OTHERS - CODE 38 (Follow PROTOCOL on page 47) - Expulsion requires safety plan | | | | | |
| 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 | | X | X | X | X |



STUDENT CONDUCT OFFENSES

| ACADEMIC INTEGRITY - CODE 1 | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Cheating, plagiarizing, presenting another person's work as your own or any misrepresentation of the truth about your work. | X | X | | |

Cheating, plagiarizing, presenting another person's work as your own or any misrepresentation of the truth about your work.

| ALCOHOL - CODE 2 | | | | |
|---|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Use, Possession and/or Intent to possess, Under the influence | | | X | X |
| Distributing or Sharing | | | X | X |
| Selling | | | | X |

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.

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 in placement.

| ASSAULT - CODE 3 - Synergy requires victim's names - Expulsion requires safety plan | | | | |
|---|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Intentionally, knowingly or recklessly causing physical injury to another | | | X | X |

Intentionally, knowingly or recklessly causing physical injury to another. *(See Codes 13 & 21: Fighting and Physical Altercation Minor)*

| AUTOMOBILE MISUSE - CODE 4 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Not following rules and regulations concerning vehicles on school premises | | X | X | X |

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)*

| BULLYING/HARASSMENT - CODE 5 - | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Harassing, intimidating, bullying or cyberbullying | | X | X | X |

(See Code 24 & 28: Sexual Harassment and Threats/Menacing/Hate Lists)

“Harassment, intimidation or bullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance that may be based on, but not limited to, the protected class status of a person. Bullying and harassment is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. It includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. It has the effect of:

1. Physically harming a student or damaging a student’s property;
2. Knowingly placing a student in reasonable fear or physical harm to the student or damage to the student’s property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

“Cyberbullying” is the use of any electronic communication 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 unwanted manner under a person’s true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational environment may also be considered cyberbullying. Students will refrain from using personal communication devices or district property to harass or stalk another. Reports of bullying, as defined in the handbook, MAY be reported to the SRO of the involved school.

This code applies to harassing, intimidating or bullying conduct directed at District staff or volunteers.

| BUS MISCONDUCT - CODE 6 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Minor Disruptions (eating, noise, etc.) | X | X | | |
| Serious Disruptions (attacking students) | | X | X | X |

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 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 *Student & Family 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 within the bus and/or out of open bus windows 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.

| CLOSED CAMPUS - CODE 7 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Leaving school property without prearranged permission on file | | X | X | |

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.)

| DANGEROUS DRUGS - CODE 8 | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Use, Possession and/or Intent to possess, Under the influence | | | X | X |
| Distributing or Sharing | | | X | X |
| Selling | | | | X |

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 drug paraphernalia or any substance promoted as a dangerous drug. Possessing any drug paraphernalia. Drug paraphernalia includes, but is not limited to, electronic cigarettes, electronic hookahs, “vape” pens and other vapor emitting devices when there is evidence that such device is being used in conjunction with dangerous drugs as defined in this section. A dangerous drug is defined as: any drug obtainable with or without a prescription that has been used in a manner dangerous to the health of the user. This includes, but is not limited to, marijuana, cocaine, heroin, stimulants, depressants, hallucinogens, “Spice,” “Molly,” bath salts, 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 20: Medication)*

| DEFIANCE OF AUTHORITY - CODE 9 | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Refusal to follow the reasonable requests of District personnel and/or designated authority | X | X | X | |

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

| DISORDERLY OR DISRUPTIVE CONDUCT - CODE 10 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Language or behavior which disrupts and/or interferes with the educational process | X | X | X | |

Language or behavior which disrupts and/or interferes with the educational process (*See Code 22: Recklessly Endangering*). Using the phone system or fire alarm system to disrupt the operations of the school or the educational environment (Fire Marshall must be contacted).

| DISRUPTIVE APPEARANCE/STUDENT DRESS - CODE 11 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Failure to meet dress and/or grooming standards | X | X | X | |

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 or alcohol-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.

- 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.
- Dress and grooming standards may be established by school authorities as a requirement for participation in the school activity program.
- 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.
- Students shall not wear clothing, jewelry, emblems, badges, signs, tattoos or other symbols that are evidence of membership or affiliation in any gang.

| EXTORTION - CODE 12 - Expulsion requires safety plan | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Demanding money or something of value in return for protection from violence or threat of violence | X | X | X | X |

Demanding money, or something of value (e.g., lunches) from another person in return for protection from violence or threat of violence. (*See Code 27: Theft*)

FIGHTING - CODE 13 - Expulsion requires safety plan

| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
|--|------|------|------|------|
| A hostile physical encounter between individuals | | X | X | X |

A hostile physical encounter between two or more individuals. *(See Codes 2 & 20: Assault and Physical Altercation Minor)*

FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY - CODE 14 - Expulsion requires safety plan

| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
|--|------|------|------|------|
| Using fire to destroy or attempt to destroy property | | | X | X |

Using fire to destroy or attempt to destroy property. *(See Code 14: Fire Tools/Ignition Sources)* *(See Fire Marshal, pg. 25)*. Fire Setting: Include Law Enforcement with Fire Inspector/Marshall. Referral to the WA County Juvenile Fire Setter Intervention program.

FIRE TOOLS/IGNITION SOURCES - CODE 15 - Expulsion requires safety plan

| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
|--|------|------|------|------|
| Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources | | X | X | X |

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.

FORGERY/LYING - CODE 16

| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
|---|------|------|------|------|
| Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth | X | X | X | |

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; and/or any other misrepresentation of the truth.

GAMBLING - CODE 17

| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
|--|------|------|------|------|
| Participating in games of chance for the purpose of exchanging money and other things of value | | X | X | |

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

LEWD CONDUCT/PROFANITY - CODE 18

| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
|--|------|------|------|------|
| Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured | X | X | X | |

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 24: Sexual Harassment)*

| LOITERING (AFTER SCHOOL SUPERVISION) - CODE 19 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Unsupervised students loitering in school buildings before or after school hours | | X | X | |

Students are not to be in the building before or 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.

| MEDICATION - CODE 20 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Distribution, sharing, and/or selling of prescription or over the counter medications or supplements | | X | X | X |

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 7: Dangerous Drugs)*

| PHYSICAL ALTERCATION MINOR - CODE 21 - Synergy requires victim's names | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Confrontation, tussle, or physical aggression that does not result in injury | X | X | X | |

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

| RECKLESSLY ENDANGERING - CODE 22 - Synergy requires victim's names | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Reckless, unintentional conduct which creates substantial risk of physical injury to another person or self | | X | X | |

Reckless, unintentional conduct which creates substantial risk of physical injury to another person and/or self. *(See Code 9: Disorderly or Disruptive Conduct)*

| SECRET SOCIETIES/GANGS - CODE 23 | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Participating in a secret society or gang-related activities | | X | X | X |

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 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 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.

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.

| SEXUAL HARASSMENT - CODE 24 - Synergy requires victim's names - Expulsion requires safety plan | | | | |
|---|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Sexual harassment that is verbal, visual, written, electronic, or physical and nature | X | X | X | X |

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 5, 28 & 18: Bullying/Harassment, Threats/Menacing/Hate Lists and Lewd Conduct/Profanity.)*

Examples of sexual harassment may include, but not be limited to:

1. Physical touching or graffiti of a sexual nature
2. Displaying or distributing of sexually explicit drawings, pictures, photos and written materials
3. Sexual gestures, obscene jokes, or sexual teasing
4. Touching oneself sexually in front of others
5. Spreading rumors about or rating other students
6. Making accusations regarding sexual orientation as to appearance, sexual activity or performance
7. Deliberate touching, leaning over, cornering, pinching, or attempting to remove the clothing of another student
8. Pressuring another student for dates or sexual favors

| TARDINESS - CODE 25 | | | | |
|--------------------------------------|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Arriving late to school and/or class | X | X | | |

Arriving late to school and/or class.

| TECHNOLOGY MISUSE - CODE 26 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Failure to comply with the District's "Electronic Communication Agreement" | X | X | X | |

Failure to comply with the District's "Electronic Communication Agreement."

Technology Misuse

Electronic Communication Services as defined in Administrative Regulation IIBGA-AR entitled: Electronic Communications System" include but are not limited to:

- telephone
- fax
- cameras
- social media
- e-mail
- voice mail
- text messaging
- online file storage
- web pages
- Wired and Wire-less networks

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 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:

- 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.
- Using the phone system or fire alarm system to disrupt the operations of the school or the educational environment.

| THEFT - CODE 27 - Synergy requires victim's names | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Taking, giving, selling or receiving property not belonging to you | X | X | X | X |

Taking, giving, selling or receiving property not belonging to you. Knowingly possessing any stolen property or property reported lost or missing. *(See Code 12: Extortion)*

| THREATS/MENACING/HATE LISTS - CODE 28 - Synergy requires victim's names | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| An intentional, serious threat by word or act which places another person in fear of imminent serious physical injury | | X | X | X |

An intentional, serious threat by word (electronic, telephone, written or spoken) 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, surveys 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 4 & 23: Bullying/Harassment and Sexual Harassment)*

An intentional, serious threat by word (electronic, telephone, written or spoken) or act (including physical, The possession of a list that threatens harm to others requires the parent/guardian of any student listed and any staff member listed to be notified within 12 hours of discovering the list. Written notification must follow within 24 hours.

| TOBACCO - CODE 29 | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Tobacco use, possession, sharing, and/or distribution | | X | X | |

The use, possession, sharing, and/or distribution of:

1. Tobacco, including any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, chewing tobacco, and any other smoking product or other items containing or reasonably resembling tobacco or tobacco products
2. Spit or smokeless tobacco, dip, chew, snuff in any form
3. Nicotine or nicotine delivering devices
4. Electronic cigarettes, electronic hookahs, and other vapor emitting devices with or without nicotine content.

Use, possession, sharing, selling and/or distribution of electronic cigarettes, electronic hookahs, "vape" pens and other vapor emitting devices may be classified as a violation of Code 7 Dangerous Drugs if there is evidence to suggest that such device is being used in conjunction with dangerous drugs as defined in Code 7.

| TRESPASSING - CODE 30 | | | | |
|---|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Entering or remaining unlawfully in School District buildings | | X | X | X |

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 Visitors and Volunteers)*

| UNEXCUSED ABSENCE - CODE 31 | | | | |
|--|------|------|------|------|
| | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Any absence which has not been excused by parent or legal guardian and/or appropriate school staff | X | X | X | |

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, truancy and DMV. 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 Attendance and Driver's Permit and License)*

| VANDALISM - CODE 32 | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| Intentionally damaging, defacing or destroying property | X | X | X | X |

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 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 10: Disorderly or Disruptive Conduct*)

| WEAPONS: OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES - CODE 33 | | | | |
|---|------|------|------|------|
| - Expulsion requires safety plan | | | | |
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| The use, possession or sale of a dangerous or deadly weapon | | | X | X |

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 ammunition, BB guns, air guns, paint ball guns, stun guns, nunchucka sticks, throwing stars, metal knuckles, and pepper spray. 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 35 & 36: Weapons: Firearms; Knives and Look-Alike Knives*)

Dangerous and/or Deadly Weapons

Students bringing weapons to school may 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). Also see **ORS 339.315**.

School district and NWESD 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.

| WEAPONS: EXPLOSIVE DEVICES - CODE 34 - Expulsion requires safety plan | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| The use, possession, or sale of an explosive device or material | | | | X |

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.

| WEAPONS: FIREARMS - CODE 35 - Expulsion requires safety plan | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| The use, possession, or sale of a firearm | | | | X |

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)*

| WEAPONS: KNIVES AND LOOK-ALIKE KNIVES - CODE 36 - Expulsion requires safety plan | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length | | X | X | X |

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)*

| WEAPONS: LOOK-ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS - CODE 37 - Expulsion requires safety plan | | | | |
|---|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| The possession, use, or threat of use of a look-alike explosive device, firearm,, or other dangerous or deadly weapons | | X | X | X |

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.

| WEAPONS: OTHERS - CODE 38 - Expulsion requires safety plan | | | | |
|--|------|------|------|------|
| *Law Enforcement and Public Safety Office should be contacted | Lv 1 | Lv 2 | Lv 3 | Lv 4 |
| 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 | | X | X | X |

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.

Restitution

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

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.

COOPERATION WITH LAW ENFORCEMENT AGENCIES

Policy Reference: KN – Relations with Government Agencies

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 interrogate 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.

Weapons - Reporting to Law Enforcement

School districts and NWESD employees who have reasonable cause to believe that a person, while in school 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.

SPECIAL EDUCATION AND SECTION 504

Discipline and Placement in Interim Alternative Educational Setting

Policy Reference: JGDA/JGEA – Discipline of Disabled Students

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.

For drug and alcohol offenses committed by students with disabilities with IEP's, special education due process protections must be followed. (See Special Education and Section 504).

If a student with a disability under Section 504 commits a drug/alcohol offense (such as possession, sale, or distribution of drugs/alcohol), and is currently engaged in the illegal use of drugs or alcohol, a school may impose any disciplinary measures imposed on students without disabilities. No manifestation determination or other Section 504 due process procedures are required. However, if a student with a disability under Section 504 commits a drug/alcohol offense and is not currently engaged in the illegal use of drugs or alcohol, a manifestation determination and other Section 504 due process procedures are required.

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

When a student is removed for disciplinary reasons, 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 a suspension or an expulsion and provide Notice of Procedural Safeguards to the parent on the date on which the decision is made to remove the student.

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 student's IEP.

Yes: Manifestation

If either of the above two bulleted 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 the infliction of serious bodily injury; or
- The parent and the District agree to a change of placement; or
- 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 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 in an Interim Alternative Educational Setting, determined by the IEP team, that are necessary for the student to continue to participate in the general curriculum, and progress toward achieving the goals in the student's IEP.
- 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, for each incidence 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.

Even if the IEP team determines the student's behavior is a manifestation of the student's disability, the District may continue the student's placement in the Interim Alternative 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; and
- 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.

Child Find

Policy Reference:

IGBAG and IGBAG-AR – *Special Education – Procedural Safeguards*

IGBAH – *Special Education – Evaluation Procedures*

IGBAJ – *Special Education - FAPE (Free Appropriate Public Education)*

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).

Section 504

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; or
- 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, 503-591-3900.

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 who are eligible under Section 504. **(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 parents fully informed concerning decisions about their child and to inform them of their rights if they disagree with any of these decisions.

Parents have the right to:

1. Have their 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 the parents of their rights under federal law;
3. Receive notice (not necessarily in writing) with respect to identification, evaluation, or placement of their child;
4. Have their child receive a free, appropriate, and public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate;
5. Have their child educated in facilities and receive services comparable to those provided to non-disabled students;
6. Have their child receive accommodations to allow their child an equal opportunity to participate in school and school-related activities

and receive regular education or special education and related aids and services designed to meet the individual need of students with disabilities as adequately as the needs of non disabled 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 their child, the evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to the parents than would be incurred if their child were placed in a program operated by the district;
9. Have their 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 their child's identification, evaluation, educational program, and placement;
11. Obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
12. Have a response from the school district to reasonable requests for explanations and interpretations of their child's records;
13. Request amendment of their 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 their child. If the school district refuses this request for amendment, it shall notify the parents within a reasonable time, and advise them of the right to a hearing;
14. Request mediation and/or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, and educational placement. The parent and the child may take part in the hearing and have an attorney represent them. 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 the parents are successful on their claim; and

16. File a local grievance with the District Section 504 Program Manager.

ALTERNATIVE EDUCATION

Policy Reference: IGBHC – *Alternative Education Notification*

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 RECRUITMENT

The Federal Elementary & Secondary Education Act requires high schools give military recruiters the same access to high school students as is provided generally to postsecondary 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 MATERIALS DISTRIBUTION

Policy Reference: KJA and KJA-AR– Materials Distribution

The District recognizes that many organizations provide additional opportunities for students that foster growth, development, knowledge and understanding in our community. In an effort to cooperate with community organizations and convey useful information to students, families and staff, the District allows the distribution of certain materials by non-school organizations. The District does not endorse any event, service or point of view contained in the information it distributes to students through this policy. The District encourages parents to assist their children in making choices appropriate for them.

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students or staff shall be submitted to the Communications and Community Involvement Department. Materials themselves, as well as the proposed method of distribution, shall be subject to review.

Materials submitted for review must offer educational and/or extra-curricular learning opportunities for children, families, and/or staff. The District does not allow commercial advertising at any of its facilities.

There will be no distribution by students or organizations of information that is:

- obscene, indecent or vulgar;
- advocates illegal activities,
- violence, gangs, or hate;
- contains libelous or defamatory information;
- discriminates or contains bias toward an individual's race, gender, sexual orientation, religious or ethnic identity;
- is likely to cause substantial disruption of or material interference with discipline or the education of students in the school in which the material is posted or distributed; or
- promotes, favors or opposes a candidate for elected office or a ballot measure; advocates religion or a particular religious viewpoint through proselytization.

Distribution by Students

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.



TITLE I SCHOOLS

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.

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.

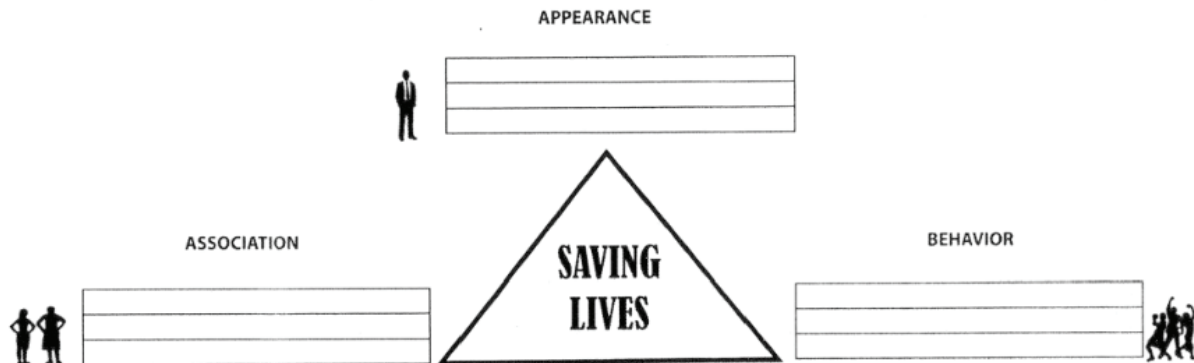


School Letterhead

WARNING: GANG ACTIVITY

To the parents/guardians of _____, ID#: _____ Date: _____

School staff have identified the following signs that your child may be influenced by gangs:



Gang-related behavior is not tolerated in our schools. As a school district, we are concerned about gang behavior in our schools and at school-sponsored events. Gang-related behavior breeds a climate of violence and disruption in our schools that causes students and staff to feel unsafe. It can also put students who are engaged in the behavior at risk of violent attacks by rival gang members.

Gang behavior is not specific to any ethnic or socio-economic group. Gang behavior is not a fad or trend related to adolescence or being a young adult. Gang behavior is a direct challenge to the school's mission and, if left unchecked, intimidates students and threatens the safety and well-being of students to successfully complete their education.

As parents/guardians, you *can* and *must* affect your child's behavior to ensure this type of violation does not occur again. **Failure to comply with the following expectations will result in a Safety Contract and/or your child may be suspended or expelled from this school:**

- Avoid associating with gangs and gang-influenced individuals.
- Refrain from dressing in a manner that projects gang membership or support.
- Refrain from using gang signs or gang graffiti, including marking his/her personal property.
- Refrain from demonstrating intimidating, threatening and/or violent behavior.
- Refrain from verbal use of gang-related phrases or comments and monikers (nicknames).

Please read the accompanying brochure to familiarize yourself with common gang indicators and ways you can help your child make good decisions. Thank you for your support.

Student: I, _____, have read this letter, understand that the expectations outlined above are for all students, and agree to behave according to them.

Student _____

Date _____

School Administrator _____

Date _____

| |
|--|
| Parent contacted: <input type="checkbox"/> Phone <input type="checkbox"/> Conference |
|--|

cc: principal, counselor, case manager, teacher(s), parent/guardian

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.



School Letterhead

Safety Contract: Prohibition of Gang-Related Behavior

To the parents/guardians of _____, ID#: _____ Date: _____

Your child has already received a warning on _____ by _____, both verbal and written, about his/her previous behavior relating to gang activity. Despite this warning, he/she continues to demonstrate this behavior.

Gang-Related Behavior/Date(s):

Gang-related behavior is not tolerated in our schools. Pursuant to the Beaverton School District consistent discipline handbook, your child must enter into an agreement to discontinue all behavior associated with gangs, including:

- Avoid associating with gangs and gang-influenced individuals.
- Refrain from dressing in a manner that projects gang membership or support.
- Refrain from using gang signs or gang graffiti, including marking his/her personal property.
- Refrain from demonstrating intimidating, threatening and/or violent behavior.
- Refrain from verbal use of gang related phrases or comments and monikers (nicknames).

In addition to fulfilling the above conditions, _____ and a parent/guardian will need to successfully participate in the following Behavioral Action Plan items as indicated:

Program/Date/Time/Location: _____

_____ Consult with school administration for referral to individual and/or family counseling.

Gang behavior is not specific to any ethnic or socio-economic group. Gang behavior is not a fad or trend related to adolescence or being a young adult. Gang behavior is a direct challenge to the school's mission, which if left unchecked, intimidates students, threatens their safety and well-being, and prevents them from successfully completing their education.

I, _____, understand that this contract is being offered to me as an opportunity to remain a student at this school. If I choose not to participate within the guidelines of this agreement, I understand that I will be suspended and/or expelled from attending this school.

I have read this contract and completely understand the conditions and standards asked of us.

| | | | | | |
|------------------|---------------|---------------------------|---------------|-------------------------------|---------------|
| _____ Student | _____ Date | _____ Parent /Guardian | _____ Date | _____ School Administrator | _____ Date |
|------------------|---------------|---------------------------|---------------|-------------------------------|---------------|

cc: principal, counselor, case manager, teacher(s), parent/guardian

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To request the Parents' Guide to Gangs, visit
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
 Web site: www.nationalgangcenter.gov



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Parents' Guide to Gangs

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



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.

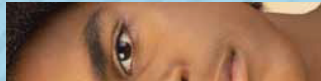


Behaviors Associated With Joining a Gang

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.

Unusual interest in one or two particular colors of clothing or a particular logo.

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.

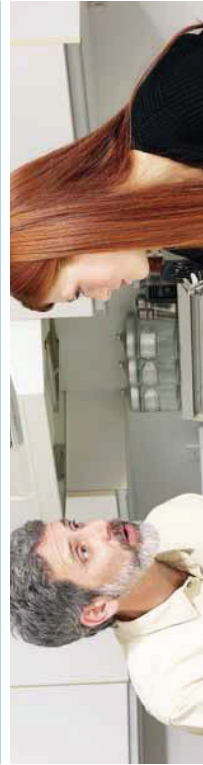
What Parents Can Do

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.



Uniform Complaint Form – Beaverton School District (BSD)

16550 SW Merlo Road • Beaverton, OR 97003

| | | |
|--|---------------------|--|
| <p>Please complete the following form if there is a complaint against any school site, program, office or School District employee. Submit the completed complaint form to your school administrator.</p> <p>The District will provide the person filing the complaint a confirmation that the complaint has been received, the name of the person responsible for investigating the complaint, and the process to follow. Please refer to https://www.beaverton.k12.or.us/dist/Pages/Complaint-Process.aspx for specific process and timelines for your complaint.</p> | BSD USE ONLY | |
| | Date Received: | |
| | Received by: | |

 Name of person completing the form
☐ I don't want to share my name

 Date

 Phone Number

 Email

 Name of school, program or office or name of employee and job location against whom complaint is directed

 Name of student(s) (if applicable)

Place a check next to the kind of complaint you are making:

| | And/or Discrimination on basis of: | If your complaint involves a specific program: |
|---|---|---|
| <input type="checkbox"/> Transfers <input type="checkbox"/> Transportation <input type="checkbox"/> Student Grades <input type="checkbox"/> Instruction <input type="checkbox"/> Student Safety <input type="checkbox"/> Restraint & Seclusion <input type="checkbox"/> Other (please list) | <input type="checkbox"/> Age <input type="checkbox"/> Ancestry and/or National Origin <input type="checkbox"/> Color <input type="checkbox"/> Ethnic Group Identification <input type="checkbox"/> Gender <input type="checkbox"/> Marital Status <input type="checkbox"/> Physical / Mental Disability <input type="checkbox"/> Race <input type="checkbox"/> Religion <input type="checkbox"/> Sexual Harassment <input type="checkbox"/> Sexual Orientation <input type="checkbox"/> Other Harassment <input type="checkbox"/> Other | <input type="checkbox"/> Program for English Learners <input type="checkbox"/> Career Technical Education <input type="checkbox"/> Child Nutrition <input type="checkbox"/> Gifted and Talented Education <input type="checkbox"/> Special Education <input type="checkbox"/> Title I – No Child Left Behind <input type="checkbox"/> Division 22 Standards <input type="checkbox"/> Other (please list) |

Uniform Complaint Form – Beaverton School District (BSD)

16550 SW Merlo Road • Beaverton, OR 97003

| Where did the incident happen? | What happened during the incident? | Was anybody physically hurt? |
|--|--|--|
| <input type="checkbox"/> Classroom <input type="checkbox"/> Hallway <input type="checkbox"/> Restroom <input type="checkbox"/> Playground <input type="checkbox"/> Locker room <input type="checkbox"/> Lunch room <input type="checkbox"/> Sport field <input type="checkbox"/> Parking lot <input type="checkbox"/> School bus <input type="checkbox"/> School activity <input type="checkbox"/> On the way to/from school <input type="checkbox"/> Off school property <input type="checkbox"/> Internet/social media <input type="checkbox"/> Cell phone <input type="checkbox"/> Other: | <input type="checkbox"/> Taunting, cruelty <input type="checkbox"/> Teasing, name calling <input type="checkbox"/> Intimidation, humiliation <input type="checkbox"/> Retaliation <input type="checkbox"/> Harmful rumors or gossip <input type="checkbox"/> Exclusion, rejection <input type="checkbox"/> Cyberbullying <input type="checkbox"/> Threats using gestures or remarks <input type="checkbox"/> Share inappropriate images/notes <input type="checkbox"/> Harmful physical contact <input type="checkbox"/> Sexual comments or contact <input type="checkbox"/> Use others to harm a student <input type="checkbox"/> Demanding money from a student <input type="checkbox"/> Take advantage of a student <input type="checkbox"/> Other: | <input type="checkbox"/> No <input type="checkbox"/> Yes, medical attention NOT required <input type="checkbox"/> Yes, medical attention required Please explain: |
| Was the student absent from school because of what happened? | | <input type="checkbox"/> No <input type="checkbox"/> Yes, Number of days absent: |

Date and times if known of incidents

| To whom have you spoken? | Write name(s) in spaces provided | Date |
|--|----------------------------------|------|
| <input type="checkbox"/> Teacher/Employee | | |
| <input type="checkbox"/> Counselor | | |
| <input type="checkbox"/> Principal/Assistant Principal | | |
| <input type="checkbox"/> Central Office Administrator | | |
| <input type="checkbox"/> Deputy Superintendent for Teaching and Learning | | |
| <input type="checkbox"/> Deputy Superintendent for Operations | | |
| <input type="checkbox"/> Superintendent | | |
| <input type="checkbox"/> Other | | |

What was the result of the discussion?

Name of witnesses (if any)

Evidence related to your complaint (attach if possible – letters, photos, emails, texts, etc.)

Any other information

I believe that the foregoing is true and correct. I understand that the district will maintain this information as confidentially to the extent provided by law or collective bargaining agreement, that I will be protected from retaliation for filing this complaint; that the District may request further information about this matter and, if such information is available, I agree to present it upon request.

Signature

Date



standardTM reunification method

Student/Parent Reunification

Circumstances may occur at the school that require parents to pick up their students in a formalized, controlled release. The process of controlled release is called a reunification and may be necessary due to weather, a power outage, hazmat or if a crisis occurs at the school. The Standard Reunification Method is a protocol that makes this process more predictable and less chaotic for all involved.

Because a controlled release is not a typical end of school day event, a reunification may occur at a different location than the school a student attends. If this location is another school, then those students may be subject to a controlled release as well.

Notification

Parents may be notified in a number of ways. The school or district may use its broadcast phone or text message system. In some cases, students may be asked to send a text message to their parents. A reunification text message from a student may look something like this: *"The school has closed, please pick me up at 3:25 at the main entrance. Bring your ID."*

Parent/Guardian Expectations

If a parent or guardian is notified that a controlled release and reunification is needed, there are some expectations that parents or guardians should be aware of. First, bring identification. That will streamline things during reunification. Second, be patient. Reunification is a process that protects both the safety of the student and provides for an accountable change of custody from the school to a recognized custodial parent or guardian.

What if a Parent Can't Pick-up Their Student?

When a parent can't immediately go to the reunification site, students will only be released to individuals previously identified as a student's emergency contact. Otherwise, the school will hold students until parents can pick up their student.

What if the Student Drove to School?

There may be instances where a student may not be allowed to remove a vehicle from the parking lot. In this case, parents are advised to recover the student. In some circumstances, high school students may be released on their own.



Reunification Information

(PLEASE PRINT CLEARLY)
Have photo identification out and ready to show school district personnel.

Student Name
Student Grade Student Cell Phone Number
Name of person picking up student
Signature
Phone number of person picking up student
Relationship to student being picked up
Photo identification matches name of person picking up student? Y or N

Parent completes:

Print Student Name Again
Student Grade
Student Birthday
School personnel completes upon release of student
TIME INITIALS OTHER

How it Works

For students, the school asks that students be orderly and quiet while waiting. Students may be asked to text a message to their parents or guardians. Students are also asked not to send other text messages either in or out of the school or reunification area. Keeping the cellular network usage at a minimum may be important during a reunification.

Reunification Cards

For parents, there are a couple of steps. If a parent is driving to the school, greater awareness of traffic and emergency vehicles is advised. Parents should park where indicated and not abandon vehicles. Parents are asked to go to the Reunification "Check In" area and form lines based on the first letter of their student's last name. While in line, parents are asked to fill out a reunification card. This card is perforated and will be separated during the process. Some of the same information is repeated on both the top and separated bottom of the card. Parents are asked to complete all parts of the card.

In the case of multiple students being reunified, a separate card for each student needs to be completed.

Bring ID to Check In

During check in, identification and custody rights are confirmed. The card is separated and the bottom half given back to the parent.

From the "Check In" area parents are directed to the "Reunification" area. There, a runner will take the bottom half of the card and take it to the Student Assembly Area to recover the student or students.

Parents should be aware that in some cases, they may be invited into the building for further information.

Interviews and Counseling

In some cases, parents may be advised that a law enforcement investigation is underway and may be advised that interviews are necessary. In extreme cases, parents may be pulled aside for emergency or medical information.





STANDARDTM RESPONSE PROTOCOL

STUDENT SAFETY

A critical ingredient in the safe school recipe is the classroom response to an incident at school. Weather events, fire, accidents, intruders and other threats to student safety are scenarios that are planned and trained for by students, teachers, staff and administration.

SRP

Our school is expanding the safety program to include the Standard Response Protocol (SRP). The SRP is based on these four actions. Lockout, Lockdown, Evacuate and Shelter. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Secure the Perimeter"

LOCKDOWN - "Locks, Lights, Out of Sight"

EVACUATE - "To the Announced Location"

SHELTER - "For a Hazard Using a Safety Strategy"

TRAINING

Please take a moment to review these actions. Students and staff will be trained and the school will drill these actions over the course of the school year.

More information can be found at
<http://iloveuguyss.org>

LOCKOUT SECURE THE PERIMETER

Lockout is called when there is a threat or hazard outside of the school building.

STUDENTS:

- Return to inside of building
- Do business as usual

TEACHERS

- Recover students and staff from outside building
- Increased situational awareness
- Do business as usual
- Take roll, account for students



LOCKDOWN LOCKS, LIGHTS, OUT OF SIGHT

Lockdown is called when there is a threat or hazard inside the school building.

STUDENTS:

- Move away from sight
- Maintain silence

TEACHERS:

- Lock classroom door
- Lights out
- Move away from sight
- Maintain silence
- Wait for First Responders to open door
- Take roll, account for students



EVACUATE TO A LOCATION

Evacuate is called to move students and staff from one location to another.

STUDENTS:

- Bring your phone
- Leave your stuff behind
- Form a single file line
- Show your hands
- Be prepared for alternatives during response.

TEACHERS:

- Grab roll sheet if possible
- Lead students to Evacuation Location
- Take roll, account for students



SHELTER FOR A HAZARD USING SAFETY STRATEGY

Shelter is called when the need for personal protection is necessary.

SAMPLE HAZARDS:

- Tornado
- Hazmat

SAMPLE SAFETY STRATEGIES:

- Evacuate to shelter area
- Seal the room

STUDENTS:

- Appropriate hazards and safety strategies

TEACHERS:

- Appropriate hazards and safety strategies
- Take roll, account for students



What is ParentVUE?

ParentVUE is a secure web portal that allows parents and guardians easy access to their students' real-time information.

Each custodial parent with education rights for the child(ren) has an individual ParentVUE account.

Why use ParentVUE?

As your child progresses through their BSD education, ParentVUE provides increasingly helpful information.

- Access documents including all BSD report cards
- Send/receive messages from the District, school or teachers
- View attendance information
- Set notification preferences for absences and tardies
- View student immunization history
- View basic student information
- Update student/parent information through the registration/verification module
- View a history of key standardized tests
- Link to the District's online payment system

Additional Information for **Secondary** Parents


- View current gradebook information such as assignments and scores
- View course history, including all grades and credits earned
- View student schedules
- Link to Canvas, the District's Learning Management System

How to use ParentVUE

1 **Visit:** parentvue.beaverton.k12.or.us

First-time User:

Obtain your activation key code from your child's school. Choose "I am a parent." Choose "Activate my account."

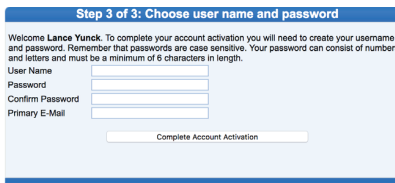


Read and accept the privacy statement.

2 Enter your first name, last name and the activation key (provided by your school)



3 To complete your activation, you will need to create your username and password. Remember that passwords are case sensitive. Your password can consist of numbers and letters and must be a minimum of 6 characters in length. Then enter your email address that the school has on file.

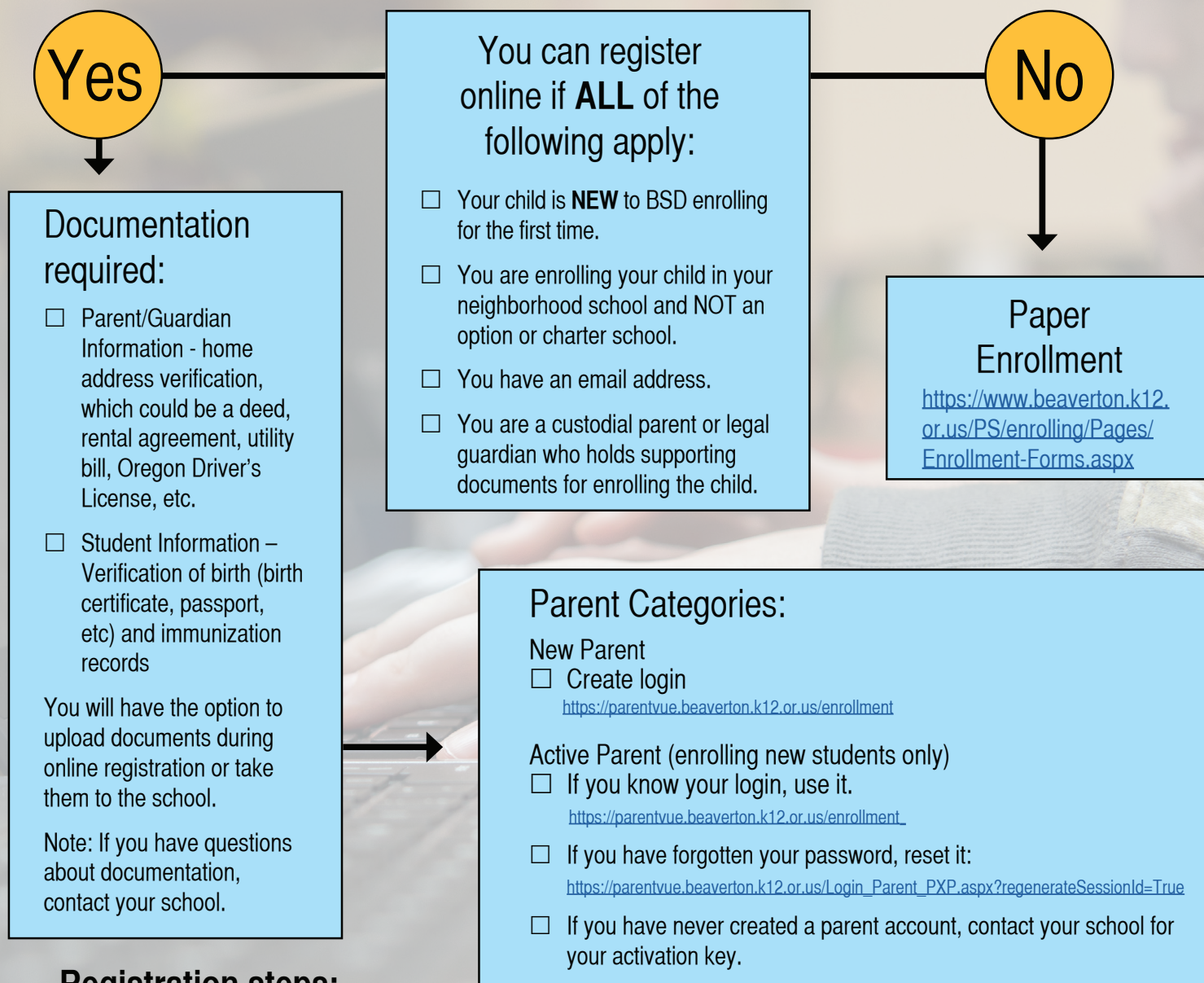



ParentVUE is also accessible as a free App at the iTunes and Google Play stores for iOS and Android devices.

View comprehensive ParentVUE guides

Go to www.beaverton.k12.or.us/parentvue

REGISTER ONLINE



Registration steps:

- 1 Go to <https://www.beaverton.k12.or.us/PS/enrolling/Pages/OnlineRegistration.aspx> to start the online registration process.
- 2 Go to online registration at <https://parentvue.beaverton.k12.or.us/enrollment>
- 3 Follow the prompts and submit enrollment application - If you have trouble, refer to the Parent Guide.
<https://www.beaverton.k12.or.us/PS/enrolling/Pages/OnlineRegistrationParentGuide.aspx>
- 4 Application will be reviewed and you will receive an email with next steps.

School and Community Resources

| 24 HOUR CRISIS LINES | |
|---|--|
| Youthline - Lines for Life (Staffed by teens everyday from 4:00 -10:00 p.m.) | 877-968-8491 |
| Alcohol & Drug Hotline | 800-923-4357 |
| Assessment Providers List Available at Schools or Call | 503-356-8000 |
| Child Abuse/Neglect Hotline | 503-681-6917 |
| Domestic Violence Resource Center - 24 hour Crisis Line | 503-469-8620 |
| Military Helpline - Lines for Life | 888-457-4838 |
| Multi-Service Center of the Oregon Dept. of Human Services | Hillsboro 503-648-8951 Beaverton 503-646-9952 |
| Multnomah County Mental Health | 503-988-4888 1-800-716-9769 |
| Multnomah Crisis Line | 503-988-4888 |
| National Suicide Prevention Hotline | 1-800-273-8255 |
| Portland Women's Crisis Line | 503-235-5333 |
| Sexual Assault Resource Center | 503-640-5311 1-888-640-5311 |
| Suicide Lifeline | 800-273-TALK (8255) |
| Washington County National Runaway Switchboard | 1-800-786-2929 |
| Washington County Mental Health Crisis Line - 24 hour Crisis Hotline | 503-291-9111 |
| ALCOHOL/DRUG SERVICES COUNSELING SERVICES: | |
| Alcoholics Anonymous: for people who want to stop drinking | 503-223-8569 e-mail: 1212@pdxaa.com |
| Al-Anon/Alateen (for family, friends and teens or alcoholics) | 503-292-1333 |
| Cocaine Anonymous Helpline | 503-256-1666 |
| First Step Adolescent Center | 503-538-7647 |
| Lifeworks NW | 503-645-9010 |
| Nicotine Anonymous Helpline | 877-879-6422 |
| Oregon Partnership Helpline | 1-800-923-4357 |
| Rimrock Trails Residential Treatment Center | 1-888-532-6247 |
| Substance Abuse Helpline - Lines for Life | 800-923-4357 |
| Western Psychological | 503-626-9494 |
| CLOTHING: | |
| Beaverton School District Clothes Closet: Provides free clothing to low income students enrolled the Beaverton School District in grades K-12. The closet is open Wednesdays between 10:00 a.m. - 7:00 p.m. 16550 SW Merlo Road, Beaverton, OR 97003. | 503-356-4443 |

School & Community Resources

| DISABILITY ADVOCACY: | |
|---|---|
| Family and Community Together | 888-988-3228 www.factoregon.org |
| Disability Rights Oregon (Formerly the ARC) | 503-243-2081 TTY: 503-323-9161 www.aradvocacy.org |
| FOOD: | |
| Care to Share: Coordinates assistance to families and individuals seeking emergency food and other basic needs. | Food Line: 503-591-9025 Utility Line: 503-726-0407 CareToShareHelp.org |
| GIRLS ADVOCACY: | |
| Girls, Inc. of NW Oregon | 503-230-0054 www.girlsinitiativenetwork.org |
| Coalition for Equal Access for Girls | 503-258-4167 |
| HEALTH: | |
| Beaverton School-Based Health Center | 503-356-3985 https://www.beaverton.k12.or.us/schools/health-center/ |
| Oregon Health Plan (OHP) | 1-800-699-9075 oregon.gov/OHA/healthplan |
| Poison Control Center - Overdose/Poison (Oregon) | 1-800-222-1222 |
| Virginia Garcia Memorial Health Center | 503-352-6000 viriniagarcia.org |
| Washington County Dept. of Health and Human Services (DHHS) | 503-846-8881 www.co.washington.or.us |
| LESBIAN, GAY, BISEXUAL, TRANSGENDER YOUTH ADVOCACY & EDUCATION: | |
| GLSEN Oregon (Gay, Lesbian, and Straight Education Network) | 503-683-1748 www.glsen.org |
| Oregon Safe Schools & Communities Coalition Oregon GSA Network | 503-954-4865 www.oregonsafeschools.org |
| PFLAG (Parents, Families, & Friends of Lesbians and Gays) | 503-232-7676 www.pflagpdx.org |
| SMYRC (Sexual Minority Youth Resource Center) | 503-872-9664 www.smyrc.org |
| TransActive | 503-252-3000 www.transactiveonline.org |
| Washington County Pride Project | 503-260-5792 http://www.prideproject.org |

School & Community Resources

MENTAL HEALTH AND COUNSELING SERVICES:

| | |
|--|---|
| Beaverton School-Based Health Center | 503-356-3985 https://www.beaverton.k12.or.us/schools/health-center/ |
| Dougy Center (grief support services for children 3-19, young adults 19-30 & their families) | 503-775-5683 |
| Kaiser Permanente Mental Health/Addiction Medicine | 503-249-3434 |
| Lifeworks NW | 503-645-9010 |
| Morrison Child & Family Services | 503-258-4495 |
| Northwest Behavioral Health Care | 503-722-4470 |
| Sequoia Mental Health Services | 503-591-9280 |
| Suicide Bereavement Support Group | 503-200-0382 |
| Youth Contact (counseling for youth under 18 - mental health, alcohol, and drugs) | 503-640-4222 |
| Western Psychological Services | 503-626-9494 |

OTHER USEFUL RESOURCES:

| | |
|--|--------------|
| Asian Health Service Center | 503-641-4113 |
| Beaverton Multi-Service Center | 503-646-9952 |
| Boys and Girls Aid Society | 503-222-9661 |
| The Homeless Student/Family Liaison – H.E.L.P. Center | 503-356-5071 |
| 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 | 503-788-7273 |
| Shelter Referral - Washington County | 503-640-3263 |
| Tenant Landlord Hotline | 503-648-7723 |

POLICE AND LEGAL SERVICES:

| | |
|---|--------------|
| Beaverton Police Department | 503-526-2260 |
| Legal Aid of Oregon/Washington County | 503-640-4115 |
| Oregon Law Center | 503-640-4115 |
| Public Safety Number - non emergency dispatch (Washington County) | 503-629-0111 |
| Washington County Sheriff | 503-846-2700 |
| Washington County Sheriff's Office Community Outreach | 503-846-2579 |
| Washington County Juvenile Department | 503-846-8861 |

School & Community Resources

RACIAL JUSTICE ADVOCACY & EDUCATION:

| | |
|---|---|
| Asian Pacific American Network of Oregon | 971-340-4861 www.apano.org |
| Center for Intercultural Organizing & Somali Youth of Oregon | 503-287-4117 interculturalorganizing.org |
| Latino Network | 503-283-6881 www.latnet.org |
| Middle East Studies Center at Portland State University | 503-725-4074 http://oia.pdx.edu/mesc/ |
| Native American Youth & Family Center | 503-288-8177 www.nayapdx.org |
| Oregon Leadership Institute for Latino Students at Portland Community College at Rock Creek | 971-722-7279 www.pcc.edu/resources/culture/rock-creek/oregon-leadership/ |
| Urban League of Portland | 503-280-2600 www.ulpdx.org |
| Washington County Human Rights Council | 503-689-1970 washingtoncountyhumanrights.com |

SOCIAL SERVICES:

| | |
|---|--|
| 211 INFO: Calls are answered in more than 150 languages, providing referrals to more than 7,000 nonprofit, government, faith-based, health and social service programs. | 211 503-222-5555 www.211info.org |
| Oregon Helps: Website that helps determine eligibility for help from 33 different services, such as SNAP/food stamps; Oregon Health Plan (OHP); Women, Infants, and Children Nutrition Program (WIC); Temporary Assistance for Needy Families (TANF); Employment-Related Day Care (ERDC); and others. | oregonhelps.org |
| SAFENET: Information and referral helpline for Oregon. Hours: Monday – Friday 8:00 a.m. – 6:00 p.m.. | 1-800-SAFENET 1-800-723-3638 oregonsafenet.org |
| Kindred Partners: Connecting the City, Schools, and Churches to help vulnerable families. | 503-906-1026 kindredpartners.org |

| RENT AND UTILITY ASSISTANCE: | |
|--|---|
| Emergency Rent Assistance (Community Action) | Voicemail only: 503-615-0770 contact@caowash.org communityaction4u.org |
| Energy Assistance (Community Action): Call for an appointment Monday – Friday 8:30 a.m. – 5:00 p.m.; closed Wed. afternoons. Interpretation services available. 5050 SW Griffith Dr. Ste. 100, Beaverton, OR 97005. | 503-615-0771 |

School Resources

Your child's school also has 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 Homeless Student/Family Liaison

The School Counselor

The School Resource Officers (SRO)

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.

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FORMAL ACKNOWLEDGEMENT OF STUDENT & FAMILY HANDBOOK REVIEW

We, the undersigned, understand that the Student & Family Handbook (SFH) contains information for parents, guardians and students. We acknowledge that we have reviewed the SFH located online at <http://www.beaverton.k12.or.us/ps/pages/handbook.aspx>. Select "handbooks and forms". A limited amount of copies of the SFH is available upon request at my student's school office.

We are aware that the SFH contains information and policies for our review. One purpose of the SFH is to communicate student behavior expectations. We understand that all students will be held accountable for their behavior and that failure to abide by the guidelines for student behavior can result in the discipline outlined in the SFH. We further understand that failure to return this acknowledgement form does not excuse any individual from complying with the SFH, Beaverton School District policies, regulations and guidelines.

We are aware that the Beaverton School District reserves the right at any time to add to the policies, regulations and behavioral standards contained in the SFH.

Please sign below and return this form to the school to insure that all parents, guardians and the student have read the policies and agree to abide by them. Please return this form to the school by the **first day of school or within two weeks of enrollment for new students.**

DATE: _____ STUDENT ID NO.: _____

SIGNATURE OF STUDENT: _____

PRINT NAME OF STUDENT: _____

SIGNATURE OF PARENT/GUARDIAN: _____

PRINT NAME OF PARENT/GUARDIAN: _____

(Revised June 2015)

District Goal: WE Empower all students to achieve post-high school success.

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.

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2018-2019 BEAVERTON SCHOOL DISTRICT CALENDAR

Calendar is subject to change based on resource availability.

After the first 2 days of Inclement weather/emergency closure, each subsequent day thereafter will be restored in June.

| JULY 2018 | | | | |
|-----------|----|----|----|----|
| M | T | W | T | F |
| 2 | 3 | 4 | 5 | 6 |
| 9 | 10 | 11 | 12 | 13 |
| 16 | 17 | 18 | 19 | 20 |
| 23 | 24 | 25 | 26 | 27 |
| 30 | 31 | | | |

| AUGUST 2018 | | | | |
|-------------|----|----|----|----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| PS | PS | SD | SD | PS |
| F/L | 28 | 29 | 30 | 31 |

| SEPTEMBER 2018 | | | | |
|----------------|----|----|----|----|
| M | T | W | T | F |
| | | | | |
| SC | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

| OCTOBER 2018 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | 5 |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | 31 | | |

| NOVEMBER 2018 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| | | | 1 | 2 |
| 5 | 6 | 7 | 8 | G |
| SC | 13 | 14 | 15 | 16 |
| 19 | 20 | SC | SC | SC |
| 26 | 27 | 28 | 29 | 30 |

| DECEMBER 2018 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| | | | | |
| 3 | 4 | 5 | 6 | 7 |
| 10 | 11 | 12 | 13 | 14 |
| 17 | 18 | 19 | 20 | 21 |
| SC | SC | SC | SC | SC |
| SC | | | | |

| JANUARY 2019 | | | | |
|--------------|----|----|----|----|
| M | T | W | T | F |
| | SC | SC | SC | SC |
| 7 | 8 | 9 | 10 | 11 |
| 14 | 15 | 16 | 17 | 18 |
| SC | 22 | 23 | 24 | 25 |
| G | 29 | 30 | 31 | |

| FEBRUARY 2019 | | | | |
|---------------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| SC | 19 | 20 | 21 | 22 |
| 25 | 26 | 27 | 28 | |

| MARCH 2019 | | | | |
|------------|----|----|----|----|
| M | T | W | T | F |
| | | | | 1 |
| 4 | 5 | 6 | 7 | 8 |
| 11 | 12 | 13 | 14 | 15 |
| 18 | 19 | 20 | 21 | 22 |
| SC | SC | SC | SC | SC |

| APRIL 2019 | | | | |
|------------|----|----|----|----|
| M | T | W | T | F |
| 1 | 2 | 3 | 4 | G |
| 8 | 9 | 10 | 11 | 12 |
| 15 | 16 | 17 | 18 | 19 |
| 22 | 23 | 24 | 25 | 26 |
| 29 | 30 | | | |

| MAY 2019 | | | | |
|----------|----|----|----|----|
| M | T | W | T | F |
| | | 1 | 2 | 3 |
| 6 | 7 | 8 | 9 | 10 |
| 13 | 14 | 15 | 16 | 17 |
| 20 | 21 | 22 | 23 | 24 |
| SC | 28 | 29 | 30 | 31 |

| JUNE 2019 | | | | |
|-----------|----|----|----|-----|
| M | T | W | T | F |
| | | | | |
| 3 | 4 | 5 | 6 | SLD |
| 10 | 11 | 12 | 13 | F/L |
| G | 18 | 19 | 20 | 21 |
| 24 | 25 | 26 | 27 | 28 |

- G** Grading all schools/no students (4)
- SC** Schools closed due to holiday or break periods (23)
- F/L** First/last day for students. Note: First day dates may be modified for some grade levels (2)
- SLD** Seniors' last day (1)
- SD** Staff dev/workday/no students (2)
- PS** Pre-service/no students (3)
- ()** Total student contact days per month

Student days: Semester 1 = 93; Semester 2 = 91