



# Student & Parent HANDBOOK 2019-2020



Authorized International Baccalaureate World  
School

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The BSD Student/Family Handbook is located on the district's website

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## Table of Contents

<b>The Cedar Park Pledge</b>	<b>3</b>
<b>Formal Acknowledgement of the Student/Family Handbook</b>	<b>4</b>
<b>Letter from the Cedar Park Staff</b>	<b>5</b>
<b>Cedar Park Middle School – Mission, Vision, Goal</b>	<b>6</b>
<b>Schedules</b>	<b>7</b>
<b>Middle Years Program (MYP)</b>	<b>9</b>
<b>General School Information</b>	<b>13</b>
<b>Attendance</b>	<b>14</b>
<b>Closure, Snow Delay &amp; Early Release due to Weather</b>	<b>16</b>
<b>Communication with Students</b>	<b>16</b>
<b>Daily Schedule</b>	<b>17</b>
<b>Field Trips</b>	<b>18</b>
<b>Grading and Reporting</b>	<b>18</b>
<b>Health Services</b>	<b>19</b>
<b>Library</b>	<b>20</b>
<b>Nutrition Services</b>	<b>21</b>
<b>Visitors</b>	<b>22</b>
<b>Dress Code</b>	<b>23</b>
<b>Bullying / Harassment</b>	<b>25</b>
<b>Student Behavior</b>	<b>26</b>
<b>Lockers</b>	<b>27</b>
<b>Lunch Procedures</b>	<b>28</b>
<b>Phones &amp; Electronic Devices</b>	<b>29</b>
<b>Transportation</b>	<b>29</b>



## The Cedar Park Pledge

This pledge is a written commitment to share our intention to support each other in creating a positive learning environment at Cedar Park Middle School, ensuring the success of each and every student.

We are a PBIS (Positive Behavior Intervention Support) school, which means we agree to follow four main expectations: we will persevere, be accepting of ourselves and others, demonstrate courage, share and seek knowledge.

In addition, we are IB Learners, which means we are inquirers, thinkers, communicators, risk takers, and we strive to be knowledgeable, principled, caring, open-minded, well-balanced, and reflective.

**Your child will bring home a copy of this form. Please read and sign it below, returning it to your advisory teacher during the first week of school. Also, please sign the back of this page acknowledging the review of the Beaverton School District Consistent Discipline Handbook.**



### I pledge to:

- **Read and adhere to the Cedar Park Middle School Student & Parent Handbook and the Beaverton School District Student and Family Handbook.**
- **Be an IB Learner by supporting myself and others in the learning process.**
- **Practice our expectations:**
  - **Be Persevering:** I strive to try my best at all times and never give up.
  - **Be Accepting:** I am kind to myself and am inclusive and accepting of others.
  - **Be Courageous:** I strive to do the right thing at all times, even when it's hard.
  - **Be Knowledgeable:** I will be open to new ideas and share what I know through my words and actions.

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Student signature

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Parent Signature

# FORMAL ACKNOWLEDGEMENT OF STUDENT/FAMILY HANDBOOK

We, the undersigned, understand that the Student/Family Handbook contains information for parents, guardians and students. We acknowledge that we have reviewed the Student/Family Handbook located online at on the BSD Website. We understand that a copy of the Student/Family Handbook is available upon request at my student’s school office.

We are aware that the Student/Family Handbook contains information and policies for our review. 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 Student/Family Handbook. We further understand that failure to return this acknowledgement form does not excuse any individual from complying with the Student/Family Handbook, 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 The Student/Family Handbook.

Your child will bring home a copy of this for you to sign and return this form to the school to ensure that all parents, guardians and the student have read the policies and agree to abide by them. Please return this form by **September 13**.

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Student signature

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Parent Signature



## A LETTER FROM THE CEDAR PARK STAFF

Dear Cedar Park Students and Families,

Welcome to Cedar Park Middle School, an IB World School. We are proud of our school and excited that you will be joining our learning community.

Cedar Park has a long tradition of excellence in education and a distinguished history in the Beaverton School District. It was the district's fourth "intermediate" school when it opened in September, 1965. Since the building wasn't completed in that year, the school opened in the Merle Davies building with only 343 students—all 7th graders—under the leadership of Principal James Beach. The following September, the Cedar Park facility on Park Way was completed, and 8th and 9th graders joined the student body.

As middle school research evolved throughout the 1980's, shifts in thinking began to take place about how to best meet the needs of early adolescents. After much research, planning, and deliberation, the Beaverton School District moved to change from an "intermediate" 7th, 8th, and 9th grade configuration to a middle school model, with 6th through 8th grades. Cedar Park, along with the rest of the district, made this change in the fall of 1994.

As we continue to study and learn about best practices in middle level education, our school continues to evolve. In June, 2009, we were authorized as a Middle Years Program (MYP) International Baccalaureate (IB) World School. In 2013 a team from the International Baccalaureate reauthorized our school. Cedar Park will have another visit during the 2018-2019 school year.

We (students and adults alike) are IB learners (inquirers, thinkers, communicators, courageous, knowledgeable, principled, caring, open-minded, well-balanced, and reflective). What does this mean? It means we are always striving to make learning meaningful, relevant, challenging, engaging and rewarding. We challenge you to participate fully in this learning adventure by giving 100% effort during your years at Cedar Park. Beginning now, what is your plan to enrich your own learning? What will you do to enhance your world? For more information on the program: <http://www.ibo.org/>

At Cedar Park, students will receive an excellent education in all subject areas, build new relationships with peers and staff, practice new skills in a safe and supportive environment, and be given an opportunity to give back to the community. The learning you do, the memories you create, the friendships you form, the activities you choose, and the projects and performances you create—those pave the path of your own journey into the future.

The entire staff at Cedar Park Middle School welcomes you! We are looking forward to sharing your special middle school journey with you. Know that we are all here to support and encourage you. This truly is your time to shine, and we look forward to being a part of it!

Sincerely,

*Cedar Park Staff*

## Cedar Park Middle School – Mission, Vision, Goal

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

**Cedar Park Vision:** At Cedar Park Middle School our mission is to develop high school ready students who are lifelong learners and global citizens that recognize the value of service to their own learning, their community, and the world.

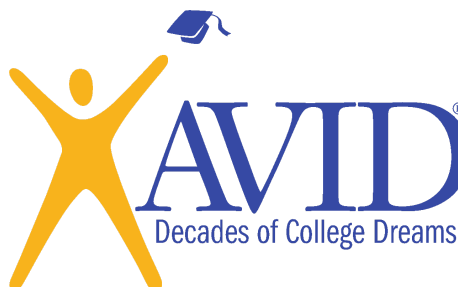
*To ensure that each student develops the skills and knowledge necessary to graduate from high school ready for college and careers, Cedar Park engages each student in the curriculum of the **International Baccalaureate (IB) Middle Years Program (MYP)**. In addition, our school supports college readiness for each student through employing the strategies of **Advancement Via Individual Determination (AVID)**.*

**IB Mission Statement:** The International Baccalaureate aims to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect.

To this end the organization works with schools, governments and international organizations to develop challenging programmes of international education and rigorous assessment.

These programmes encourage students across the world to become active, compassionate and lifelong learners who understand that other people, with their differences, can also be right.

**AVID Mission Statement:** AVID's mission is to close the achievement gap by preparing **all students** for college readiness and success in a global society.



Monday, Tuesday, Wednesday, and Friday						Specialists M, T, W, F
	6th		7th		8th	
						9:15-9:57 6th Elec 1 (42)
1	9:15-9:57 Elective 1 (42)	1	9:15-10:43 Core 1 (88)	1	9:15-10:43 Core 1 (88)	10:01-10:43 6th Elec 2 (42)
2	10:01-10:43 Elective 2 (42)	3	10:47-11:31 Elective 1 (44)	2	10:47-12:14 Core 2 (87)	10:47-11:31 7th Elec 1 (44)
3	10:47-12:14 Core 1 (87)		11:31-12:01 Lunch (30)		12:14-12:44 Lunch (30)	12:05-12:49 7th Elec 2 (44)
4	12:18-12:51 Core 2, Part (33)	4	12:05-12:49 Elective 2 (44)	4	12:48-2:14 Core 3 (86)	Plan 12:49-2:18
	12:51-1:21 Lunch (30)					
5	1:25-2:19 Core 2, Part 2 (54)	5	12:53-2:19 Core 2 (86)	5	2:18-3:02 Elective 1 (44)	2:18-3:02 8th Elec 1 (44)
6	2:23-3:50 Core 3 (88)	6	2:23-3:50 Core 3 (87)	6	3:06-3:50 Elective 2 (44)	3:06-3:50 8th Elec 2 (44)

## Thursday (Advisory) Bell Schedule

	6th		7th		8th
1	9:15-9:52 Elective 1 (37)	1	9:15-10:33 Core 1 (78)	1	9:15-10:33 Core 1 (78)
2	9:56-10:33 Elective 2 (37)	3	10:37-11:14 Elective 1 (37)	2	10:37-11:55 Core 2 (78)
3	10:37-11:54 Core 1 (77)		11:14-11:44 Lunch (30)		11:55-12:25 Lunch (30)
4	11:58-12:32 Core 2, Part 1 (34)	4	11:48-12:25 Elective 2 (37)	4	12:29-1:47 Core 3 (78)
	12:32-1:02 Lunch (30)				
5	1:06-1:47 Core 2, Part 2 (41)	5	12:29-1:47 Core 2 (78)	5	1:51-2:27 Elective 1
6	1:51-3:06 Core 3 (75)	6	1:51-3:06 Core 3 (75)	6	2:31-3:06 Elective 2 (35)
8	3:10-3:50 Advisory (40)	8	3:10-3:50 Advisory (40)	8	3:10-3:50 Advisory (40)



# **Middle Years Program (MYP)**

## **Fundamental Concepts**

Adolescents are confronted with a vast and often bewildering array of choices. The MYP is designed to provide students with the values and opportunities that will enable them to develop sound judgment. Learning how to learn and how to evaluate information critically is as important as the content of the disciplines themselves. From its beginning, the MYP has been guided by three fundamental concepts that underpin its development, both internationally and in individual schools:

- holistic learning
- intercultural awareness
- communication.

These concepts form the basis for the MYP's curriculum framework, which is shared by different types of schools in all parts of the world. The fundamental concepts of the MYP should be the guiding principles in designing the curriculum and school activities.

### **Holistic Learning**

Holistic learning emphasizes the links between the disciplines, providing a global view of situations and issues. Students should become more aware of the relevance of their learning, and come to see knowledge as an interrelated whole. Students should see the cohesion and the complementarities of various fields of study, but this must not be done to the detriment of learning within each of the disciplines, which retain their own objectives and methodology.

### **Intercultural Awareness**

Intercultural awareness is concerned with developing students' attitudes, knowledge and skills as they learn about their own and others' social and national cultures. By encouraging students to consider multiple perspectives, intercultural awareness not only fosters acceptance and respect, but may also foster empathy.

### **Communication**

Communication is fundamental to learning, as it supports inquiry and understanding, and allows student reflection and expression. The MYP places particular emphasis on language acquisition and allows students to explore multiple forms of expression.

## **The Areas of Interaction**

The areas of interaction provide the MYP with its unique core. Teaching subject areas

through these contexts allows teaching and learning to focus on attitudes, values and skills.

**Approaches to learning** (ATL) represents general and subject-specific learning skills that the student will develop and apply during the program and beyond. The focus of this area is on teaching students how to learn and on helping students find out about themselves as learners so that they can develop learning skills.

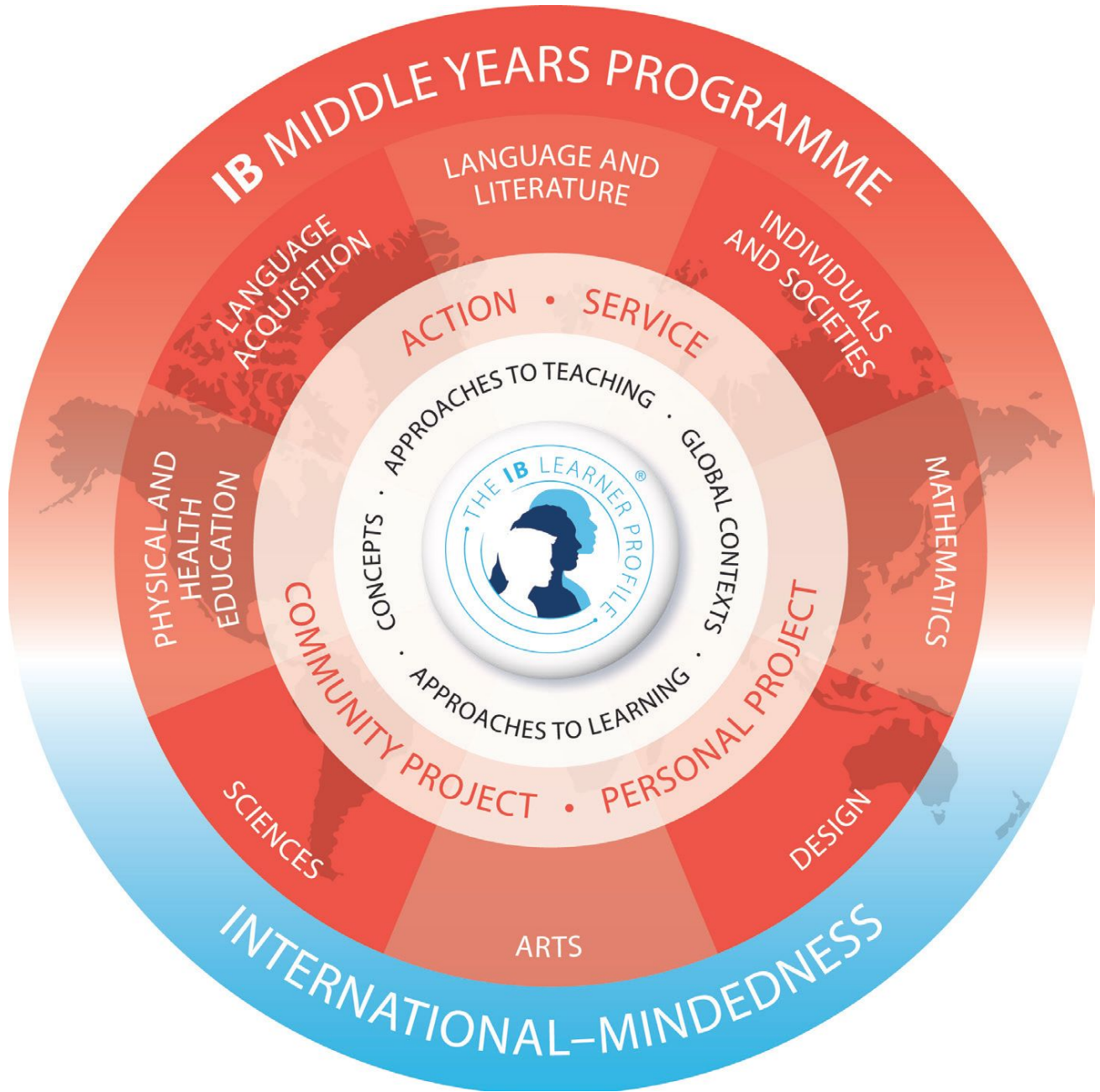
**Community and service** considers how a student engages with his or her immediate family, classmates and friends, as well as in the outside world as a member of these communities. Through effective planning and teaching, students can learn about their place within communities and be motivated to act in a new context.

**Health and social education** delves into the range of human issues that exist in human societies such as social structures, relationships and health. This helps students find out how these issues affect societies, communities and individuals, including the students themselves. Through the area of health and social education, students can identify and develop skills that will enable them to function as effective members of societies, as well as learning about how they are changing and how to make informed decisions that may relate to their welfare.

**Environments** considers how humans interact with the world at large and the parts we play in our environments. It extends into areas beyond human issues and asks students to examine the interrelationship of different environments. This area can lead students to consider both their immediate classroom environments and global environments.

**Human ingenuity** deals with the way in which human minds have influenced the world. For example, the way we behave, think, interact with each other, create, cause and find solutions to problems, transform ideas and rationalize thought. It also considers the consequences of human thought and action.

# Middle Years Program Model



## IB Learner Profile

The aim of all IB programs is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

### ***IB learners strive to be:***

**Inquirers** They develop their natural curiosity. They acquire the skills necessary to conduct inquiry and research and show independence in learning. They actively enjoy learning and this love of learning will be sustained throughout their lives.

**Knowledgeable** They explore concepts, ideas and issues that have local and global significance. In so doing, they acquire in-depth knowledge and develop understanding across a broad and balanced range of disciplines.

**Thinkers** They exercise initiative in applying thinking skills critically and creatively to recognize and approach complex problems, and make reasoned, ethical decisions.

**Communicators** They understand and express ideas and information confidently and creatively in more than one language and in a variety of modes of communication. They work effectively and willingly in collaboration with others.

**Principled** They act with integrity and honesty, with a strong sense of fairness, justice and respect for the dignity of the individual, groups and communities. They take responsibility for their own actions and the consequences that accompany them.

**Open-minded** They understand and appreciate their own cultures and personal histories, and are open to the perspectives, values and traditions of other individuals and communities. They are accustomed to seeking and evaluating a range of points of view, and are willing to grow from the experience.

**Caring** They show empathy, compassion and respect towards the needs and feelings of others. They have a personal commitment to service, and act to make a positive difference to the lives of others and to the environment.

**Courageous** They approach unfamiliar situations and uncertainty with courage and forethought, and have the independence of spirit to explore new roles, ideas and strategies. They are brave and articulate in defending their beliefs.

**Balanced** They understand the importance of intellectual, physical and emotional balance to achieve personal well-being for themselves and others.

**Reflective** They give thoughtful consideration to their own learning and experience. They are able to assess and understand their strengths and limitations in order to support their learning and personal development.

# Welcome to Cedar Park

## School Information



### Section I: GENERAL INFORMATION

#### APPOINTMENTS

##### **For Students:**

Problems are most easily solved when the student deals directly and promptly with the teacher. Students should speak privately with their teachers whenever they have a question or concern. The best time to do this is usually before or after class. Most teachers are available to work with students before or after school with prior arrangements.

##### **For Parents and Guardians:**

The staff of Cedar Park looks forward to working with parents and guardians in order to provide opportunities for student success. Please schedule appointments with staff members outside the school day so that our in-school time is reserved for student contact. Making an appointment is the most efficient way to see a staff member. This can be accomplished by contacting your child's teacher or counselor by phone or e-mail during the day. For the safety of Cedar Park students, all visitors upon arrival must enter through the front entrance and obtain a visitor's pass at the main office.

##### **E-mail Communication**

All Cedar Park staff have access to email at the following address:

**firstname\_lastname@beaverton.k12.or.us**. We encourage parents and students to use email for communication with the school. If you would like to keep your email contents confidential, please let us know.

# Attendance

## **Compulsory School Attendance: Oregon Revised Statutes**

The state of Oregon requires “all children between the ages of 6 and 18 years who have not completed the 12<sup>th</sup> grade to attend regularly a public full-time school of the school district in which the child resides.” (ORS 339.010) ORS 339.065 states

*In estimating regular attendance for purposes of the compulsory attendance provisions of ORS 339.005 to 339.030, 339.040 to 339.125, 339.137, 339.420 and 339.990, the principal or teacher must consider:*

- *(Unexcused Absences) Eight unexcused one-half day absences in any four-week period during which the school is in session shall be considered irregular attendance.*
- *(Excused Absences) Not to exceed five days in a term or three months or not to exceed 10 days in any term of at least six months.*

## **Truancy**

Cedar Park is committed to providing parents with the information they need to support the regular attendance of their students. If you would like to monitor your student’s attendance patterns, we encourage you to use ParentVue, to contact the Attendance Secretary, or contact your student’s counselor.

When a student has a pattern of absences that indicate irregular attendance, administrators, counselors, and teachers will work with students and parents to develop a plan to improve attendance. A combination of consequences and incentives may be used to address the concern. We encourage parents who are concerned about attendance to contact a counselor to facilitate communication with teachers and to access resources for their student.

If a pattern of truancy persists despite efforts by the school to support regular attendance, Cedar Park will alert the Washington County Sheriff’s Office. We urge parents to work with us to keep their student in regular attendance and prevent this from happening.

## **Student Responsibilities**

- It is the responsibility of the student to attend classes.
- It is the responsibility of the student to consult teacher websites and planners to know about assignments missed due to absences and to complete them.
- It is the responsibility of the student to arrange notification (note, phone call) from parent/guardian regarding absence within the appropriate time.
- It is the responsibility of the student to arrive in class on time, ready to learn.

## **Parent Responsibilities**

- It is the responsibility of the parent to see that their student attends classes unless under condition of personal or family illness, legal or family obligations, religious holiday, or a significant family emergency.
- It is the responsibility of the parent to schedule medical and other personal appointments outside the school day.

- It is the responsibility of the parent to call the Attendance Line at **503-356-2561** to report an absence by 3:50 p.m. on the day of the absence. **DO NOT** pick your child up before 3:50 p.m. unless you have a medical or other personal appointment.

### **School Responsibilities**

- It is the responsibility of the school to provide a quality education.
- It is the responsibility of the school to accurately record absences and provide notice to parents when students are not present.
- It is the responsibility of the school to comply with Oregon law in determining whether an absence is excused or unexcused according to Oregon Revised Statutes.

### **Information About Absences**

#### ***Reporting an Absence***

Regular attendance and promptness is essential for success and is expected in all classes. Absences should be limited to personal/family illness, medical appointments, dental appointments, legal appointments, family emergencies, death of an immediate family member, religious holiday, or school-sponsored field trips. If your child will be absent from school, please call the attendance secretary at **503-356-2561**.

#### ***Leaving Campus During the School Day***

Cedar Park operates under a closed campus policy. Students are not permitted to leave school grounds without a parent or guardian during school hours. If you would like to check your child out early, please check in with our attendance secretary in the main office. If a parent or guardian would like another responsible adult to pick up their child, they must call the Attendance Secretary or provide the school with a note.

If a student is checking out of school early due to an appointment, the student should have a note, signed by a parent or guardian, indicating the reason for the early dismissal and the time the student is requested to check out. Students are asked to show the note to the teacher and then to proceed to the Attendance Secretary with the note to check out. If students plan to return to school after an appointment, they should check in with the Attendance Secretary when they arrive on campus.

### **Arriving to School Late/Arriving to Class Late**

#### ***Arriving to School Late***

If students are late to school, they must sign in with the Attendance Secretary and provide a note or a parent phone call to excuse the tardy. They will be given a Late Pass that allows them to go to class excused from tardiness. If a student arrives without a note or phone call, the tardy or absence is marked unexcused. The school's auto-dialer will alert parents to the absence. Once a note or phone call from the parent is received by the front office, the tardy or absence is excused. If the note/excuse does not meet the conditions for excused absences defined in Oregon Revised Statutes, the absence (or tardy) is unexcused.

#### ***Arriving to Class Late***

It is critical to arrive in class on time. Teachers expect students to be in their seats, ready to learn at the beginning of class. Tardiness leads to a decrease in instruction and distracts other students from learning. If students are arriving to class late because they were in the office or meeting with a staff member, they are expected to get a Late Pass before proceeding to class. Student patterns of on-time

arrival to class are regularly monitored by administrators. Students who repeatedly arrive to class late may receive consequences such as lunch detention.

### **Withdrawal from School**

If your family is planning to move, contact the Registrar as soon as possible. For purposes of records and communications, parents are encouraged to call the school with specific information about where the family is moving. In order to check out of school on the last day, students must return any classroom materials/supplies, turn in all books, clean out lockers, and pay all fines/fees before departing. After this list is complete, the student will be issued a withdrawal slip. Each teacher and the Media Aide must sign off on this form.

Oregon law requires our school to drop students who do not attend for 10 school days. If you are aware of a reason that your student may not attend school for 10 days, we ask you to please contact the Attendance Secretary. In addition, we encourage you to work with a counselor if the long-term absence is linked to health or family issues.

## **Closure, Snow Delay & Early Release due to Weather**

School closure or delayed start decisions will typically be made and posted on the District website by 5:15 a.m., then communicated to local media. We encourage and support families to make attendance decisions for your children) based on your own assessment of travel conditions at your location.

### **When all district schools and facilities are closed**

- All daytime and evening activities/events are cancelled

### **When there is a 2-hour delay in opening school**

- All schools will open two hours later than regularly scheduled.
- Buses are on snow routes.
- There will be no bus service (both a.m. and p.m.) for Bonny Slope elementary school.
- 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.

### **When school is on time and buses are on snow routes**

- All schools operate on regular daily schedules.
- There will be no bus service (both a.m. and p.m.) for Bonny Slope and Nancy Ryles elementary schools.
- 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.

### **When weather conditions necessitate an early closure of schools**

- We encourage you to refer our website and local media for more detailed information.
- All daytime and evening activities/events are cancelled.



# Communication with Students

## Deliveries for students

If you need to drop off school supplies, lunches, or other items to your child during the school day, please label those items with your child's name and drop them on the cart in front of the office. Deliveries for students from courier services, restaurants, florists or other retailers will NOT be accepted. Deliveries for students will ONLY be accepted from parents/guardians or emergency contacts. Students are welcome to pick these items up between classes. Students will NOT be allowed to leave class for a delivery, unless it is an emergency.

## Messages

Only messages that are true emergencies will be delivered to students. All other messages will be emailed to your child's core team of teachers to be passed on. **Please do not text or call your student's cell phone during the school day**, as this puts your student in a position to violate school policies. Students who are in violation of the cell phone policy during class, regardless of originating contact, may be subject to consequences according to class/school cell phone policy.

## COUNSELING

The Cedar Park counseling program is based on the national counseling model developed by the American School Counseling Association. Counselors will focus on helping students gain tools to be successful in the following three areas: academics, personal/social, college readiness, and career.

Counselors provide limited one-on-one counseling, assist with solving problems around class situations, relationships with classmates, or any other issues or concerns that may affect a student's ability to do well in school. Counselors also provide groups for students with similar academic, personal, or social issues. In addition, counselors are available as resources for parents who have concerns. If students wish to see a counselor, they can go to the counselor's office or the main office for an appointment request slip.

## Daily Schedule

### Morning Schedule

Cedar Park's school day begins at 9:15 a.m. Students arriving to school early may use the cafeteria or library (when available and with a pass) beginning at 8:40 a.m. when supervision is provided. The halls are open to students at 8:55 a.m. Students needing to gain access to their teachers before 8:55 a.m. must obtain a pass from their teacher the day prior to visiting in the morning and present it to the hall monitor or office staff for access.

### Afternoon Hall Schedule

Cedar Park's school day ends at 3:50 p.m. Students riding buses home need to be on their assigned buses by 3:55 p.m. Buses leave the parking lot promptly at 3:58. Students are expected to leave campus by 4:00 p.m. unless they are participating in a school sponsored after school activity. Students who remain on campus for after school activities will be held to the same expectations as during the school day.

## Field Trips

Field trips are viewed as an extension of the traditional classroom learning; however, field trips are a privilege and can be revoked based on several factors, as determined by the administration. Field trips will not be scheduled during the last two weeks of school unless prior approval has been given by administration.

All students attending a school field trip are required to have a district/school field trip permission slip filled out and signed by a parent/guardian at school before leaving school property. Students without the proper paperwork will not be allowed to attend field trip functions. Chaperones must complete the “Volunteer Background Check,” which can be found on the District web page: <https://www.beaverton.k12.or.us/depts/CCI/volunteer-engage/Pages/default.aspx>.

## Grading and Reporting

### Scoring Guides/Rubrics

The terms "Scoring Guide" and "Rubric" can be used interchangeably. A Scoring Guide / Rubric is a document that describes student performance around a particular skill or area of knowledge. The descriptions within a scoring guide should not only differentiate the levels of performance, it should clearly identify what success looks like. An effective scoring guide, when used to evaluate student work, should answer three basic questions:

- Where am I going?
- Where am I now?
- What must I do to close the gap?

Within Beaverton School District Standards-Based Learning System, each academic long-term learning target has a rubric describing four levels of performance.

7 - 8 – Highly Proficient

5 - 6 – Proficient

3 - 4 – Nearly Proficient

1 - 2 – Developing

Within the Beaverton School District, we use rubrics with the four levels of performance listed above, unless a specific school program is better supported by a different type of rubric. The International Baccalaureate Middle Years Program at several of our middle schools is a good example. Within these programs, rubrics with eight levels are used to better align with the program.

Behavior long-term learning targets are assessed and reported using a rubric with three levels of performance.

### **Grades 6 – 12**

C / I – Consistently / Independently

G – Generally

R – Rarely / Sometimes

Behaviors are intentionally reported using a different scale to reinforce the idea that though we recognize their influence on a student's academic performance, they are different and should be reported separately.

### **ParentVUE**

It is the expectation that parents and students review progress and teacher communication on a regular basis; student progress is available to parents and students 24/7 via ParentVue and StudentVue. It is the responsibility of the parent and/or student to communicate if there are concerns or questions about specific assignments or overall student achievement. Teachers are expected to communicate to parents if there is a significant change in student achievement or progress.

Parents & Students. <https://ParentVUE.beaverton.k12.or.us>

## **Health Services**

### **Health Room & Medications**

The health room is located in the main office and is staffed by our school secretaries. School secretaries are not licensed health providers. The purpose of the health room is to provide students with a space where staff will assess whether they need to go home or return to class. State regulations prohibit dispensing anything other than ice and bandages. If there are emergencies requiring additional care or treatment, we will make every attempt to contact parents and guardians.

Students are not permitted to keep medicine in lockers. This includes prescriptions and all over-the-counter medications. Medication may be given in the office to those students who require medicine in order to attend school. Our district follows the Oregon law regarding administering medication at school. This law states:

It is the parents'/guardians' responsibility to transport all medication to and from school. Students may not transport any medication to be administered by school staff. All medications must be in the original container and kept in the main office.

Parents must complete an *Administration of Medication* form; <https://www.beaverton.k12.or.us/depts/tchlrn/sped/Pages/Health-Services.aspx> and bring the form and the medication to the health office in its original container. It is the responsibility of parents/guardians to ensure that prescriptions are refilled on a regular basis and changes in medicines are accompanied by a physician's note. Updated emergency information cards are also critical for student health and safety.

### **Injuries**

All injuries must be reported immediately to the office. It is essential to have your child's emergency information filled out completely, accurately, and on file in the office. Information on the whereabouts of parents, doctors, and emergency contacts is critical in cases of serious injury or illness.

### **Insurance**

Affordable insurance may be purchased for students. A form is included in the summer packet.

### **School Based Health Center (Beaverton High School)**

13000 SW 2<sup>nd</sup> St., Beaverton, OR 97005 503-356-9385

Adolescents are often reported to have the lowest access to health care of any age group, and they are least likely to seek care through traditional office-based settings. To serve this group, Washington County has partnered with Virginia Garcia Memorial Health Center and LifeWorks NW to provide a quality healthcare facility on the Beaverton High School campus. The health center is open when school is in session. It is designed to ease access to healthcare for all students regardless of their ability to pay, by reducing the inconvenience, cost, the the need for transportation.

The SBHC provides comprehensive physical, mental, and preventative health services such as:

- Routine physical exams; sports physicals & concussion clinics
- Mental health and substance abuse assessments and referral
- Diagnosis and treatment of acute and chronic illness
- Immunizations, prescription medications, and lab tests
- Treatment of minor illnesses and injury
- Vision, dental and blood pressure screenings
- Mental health counseling

## **Library**

The school library is a place where students are invited to collaborate with each other on academic projects and engage in research and inquiry. The library is intended to be a place where ideas and inspiration come to life – it is not a place for students to “hide” or play video games. Students are expected to adhere to all the school/district policies regarding use of technology and student conduct during their time in the library.

Keeping pace with the growth of knowledge in our world can be a real challenge. However, help can be found in the Cedar Park Library.

Students are responsible for taking care of the materials they borrow and for returning materials on time. Prompt return of materials will allow everyone access to materials.

Lost materials must be paid for at the full replacement cost (see “Fees and Fines”). Materials need to be checked out before they can be removed from the library.

**Students are expected to sign in and out when entering or exiting the library.**

### **Library Hours:**

Before school from 8:50-9:15 a.m., students with a pass may study and read quietly in the library.

The library will be closed to students during school staff meetings and any other professional development sessions.

During lunches and after school from 3:50 to 4:00 p.m., quiet, independent study or reading is possible.

All 6th grade students will receive a Library orientation in September. Students new to 7<sup>th</sup> and 8<sup>th</sup> grade are welcome to stop by for an orientation.

## 2019-2020 Nutrition Services

### Meals & Nutrition

Nutritious Breakfasts and Lunches are available for all students to purchase each day. In addition, “A la Carte Menu”, offers individual components of the meal sold separately, as well as snacks.

### Menu

Breakfast, Lunch and A la Carte menus for the current month are posted on the Nutrition Services Website at:

<http://www.beaverton.k12.or.us/home/departments/nutrition-services/school-meals/middle-school-menu/>.

### Meal Prices

2017-18 Meal Price information will be available in mid August. Please check the BSD Nutrition Services website at <http://www.beaverton.k12.or.us/home/departments/nutrition-services/school-meals/> or call (503) 356-3955. As always, the prices will also be printed on all of the menus.

### A la Carte Prices

Prices for foods sold separately from the complete meal are available on the Nutrition Services Website listed above. Students may purchase these items only if they have money in their meal account, (see below).

### Free & Reduced Price Meal Benefits

If a family is experiencing financial need, then parents may complete one application for free or reduced price meals for all students in their family. Meal benefits applications and instructions are available in each student’s “back to school” packet, 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 ELL Welcome Center 503-356-3755.

### Student Meal Accounts

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 cash, or a

check made out to the school café. When making a payment, please indicate your student's first and last name along with 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 can also use, however, it's possible the payments may not be applied prior to the next meal service.

Making payments either online or by a toll free number. Parents can register and log onto [www.mypaymentsplus.com](http://www.mypaymentsplus.com) or call 800-816-6425 to deposit funds with a nominal fee. They can also monitor account balances and set-up low-balance emails at no charge online or via the toll free number. More information is available on the Nutrition Services website:

(<http://www.beaverton.k12.or.us/home/departments/nutrition-services/>) or by calling **503-356-3955**.

- In emergencies, students can charge a meal, but are limited to charging up to the cost of 3 lunches. When account balances get low, or each time a student charges, s/he will receive a verbal reminder that the account balance is getting low and/or is negative. Each time a charge is made, an automated voice mail message will be sent from the district to the parents/guardian, informing them of the amount that is owed. (Please note that it is parent/guardian's responsibility to ensure the school has a current phone number on file.) At some schools, students may also receive a hand stamp, or a note as a reminder. After 3 charges, the cashier will give students an "emergency meal" of a fruit & vegetables & a carton of milk, in lieu of the complete meal." Please see the information above regarding easy ways to track your student's meal balance.

When your student graduates to high school or transfers to another school within BSD, her account balance will transfer with her.

### Meal Etiquette

Health department regulations stipulate that students should wash their hands before eating and are not allowed to share any portion of their meals. 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.

## Visitors

**Student safety is our number one concern.** Student safety drives all our procedures relating to campus visitors. **Any** person visiting the school must enter through the front entrance and at the main office to obtain a visitor's pass. All visitors must wear a **pass in a visible location** while in the building. Persons of school age are not permitted in the building or on school grounds, nor are they permitted to see or converse with students or teachers during school hours. School-age persons are NOT permitted to attend school with a Cedar Park student. Former students are welcome after 4:00 p.m. if they have made previous arrangements with a teacher.

Adult visitors requesting access to rooms or spaces beyond the front office must be pre-arranged and pre-approved - this includes parents or other family designees attending a meeting on campus. Adults will be escorted to the assigned meeting room during school hours. Any person refusing to comply with this policy will be asked to leave campus immediately.

Parents and guardians of students are allowed to visit students at lunch by pre-arranging the date and time, but they will not be allowed to each lunch in the lunchroom. Parents and guardians of students

are only allowed to visit classes at appropriate, prearranged times. Parents/visitors may be required to be escorted or attended by an administrator or other district designee.

## Dress Code

Cedar Park administration and staff are committed to maintaining an appropriate climate in our school, aligning with BSD Code 10, and we are making every effort to be consistent in establishing an acceptable dress code. We recognize that a dress code policy enables the school to promote a safe and appropriate educational setting, which is free from unnecessary disruptions or outside influences.

Our main purpose as an educational institution is to assist students in presenting themselves in a manner that promotes a positive and productive school environment, personal pride, and academic success. Students' dress shall be modest, neat, clean, and in keeping with health, sanitary, and safety practices. To clearly establish this climate, the following policies will be enforced:

### **Beaverton School District Disruptive Appearance/Student Dress Code 10**

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.

## BSD Middle School Dress Standards

### **(1) Minimum Safe Attire.**

Student attire and grooming must permit the student to participate in learning without posing a risk to the health or safety of any student or school district personnel.

- (a) Students must wear clothing including both a shirt with pants or skirt, or the equivalent (for example dresses, leggings, or shorts) and shoes.
- (b) Shirts and dresses must have fabric in the front and on the sides (under the arms).
- (c) Clothing must cover undergarments (waistbands and straps excluded).
- (d) Fabric covering breasts, genitals and buttocks must be opaque.
- (e) Clothing must be suitable for all scheduled classroom activities including physical education, science labs, woodshop, and other activities where unique hazards exist.
- (f) Specialized courses may require specialized attire, such as sports uniforms or safety gear.

### **(2) District Dress Code.**

Policy provides: "Attire or grooming depicting or advocating violence, criminal activity, use of alcohol or drugs, pornography, or hate speech are prohibited." All BSD students are expected to comply with the requirements of this policy.

Specifically:

- (a) Clothing may not depict, advertise or advocate the use of alcohol, tobacco, marijuana or other controlled substances.
- (b) Clothing may not depict pornography, nudity or sexual acts.
- (c) Clothing may not use or depict hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation or any other protected classification.

- (d) Clothing must not pose a threat to the health or safety of any other student or staff.
- (e) Enforcement must accommodate clothing worn by students as an expression of sincerely held religious beliefs (head scarves, for example) and worn by students with disabilities (protective helmets, for example).

See additional points of clarification below:

**(3) Parent Responsibility.**

Policy provides: “The responsibility for the dress and grooming of a student rests primarily with the student and his or her parents or guardians.” Parents or guardians are responsible for ensuring student compliance with the school dress code.

**(4) Student Responsibility.**

All students at all schools are responsible for complying with the district dress code during school hours and school activities.

**(5) Staff Responsibility.**

To equitably enforce the district dress code, teachers, administrators and all school staff must be notified of the policy at the beginning of the school year in regards to its purpose and spirit, and how to enforce it without shaming students or disproportionately impacting certain student groups. Staff should be guided by the dress code policy and follow the letter and spirit of the district dress code.

**(6) Enforcement.**

When a teacher, counselor or school administrator discusses a dress or grooming violation with a student, it is recommended that another adult should be present and at least one of the two adults should be the same sex as the student. In no circumstances shall a student be spoken to about a dress code violation in front of other students.

(a) Teachers or staff discussing a dress or grooming violation with a student should present options for obtaining appropriate clothing (e.g. school clothing closet).

(b) Where possible, students should not be required to wear school owned replacement garments and should never be required to wear specific garments as a disciplinary measure.

(c) Discipline for dress or grooming violations should be consistent with the discipline policies for comparable violations.

**Headwear/Other**

Other styles that are not permitted include, but is not limited to: masks, extensive face makeup, hoods, and bandanas. Students who have a pre-approved religious, medical, or otherwise approved situation may be given permission to wear such items.

**Dress Code Violations and Disciplinary Action**

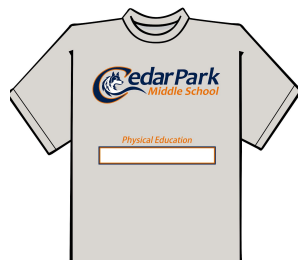
This is not an all-inclusive list. It is impossible to list all of the ways that a student could dress inappropriately. We hope that these guidelines will help students make the right decisions when they dress in the morning. The Cedar Park staff is responsible for interpreting, implementing, and enforcing the dress code policy. Students who violate the dress code will be asked to correct the problem in the least disruptive manner. If additional interventions are needed, parents may be called to bring appropriate clothing to school. In addition to being asked to change into more appropriate attire,



students not complying with the dress code on a repeated basis may be subject to disciplinary measures.

### **P.E. Clothes**

All students will dress down and participate in a P.E. class. Students are required to wear a Cedar Park P.E. T-shirt so that we can more easily monitor their participation and safety during outside activities. Shirts will be available for \$10.00 each morning before school in September and from P.E. teachers during the school year. Students needing a P.E. shirt on scholarship should see their P.E. teacher. In addition, students will need a pair of shorts, socks, and tennis shoes, which will be used exclusively for this class. Clothes may be of any color combination and should permit freedom of movement. A sweatshirt and/or sweat pants are encouraged for cooler weather.



## **Bullying / Harassment**

Bullying, as defined by <https://www.stopbullying.gov/what-is-bullying/index.html> is defined as,

*... unwanted, aggressive behavior among school aged children that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. Bullying includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose.*

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, and that action has been taken. Bullying Report Forms are available from counselors and in the main office.

# Student Behavior

All students are expected to behave in a manner that demonstrates safe, responsible, respectful, and kind actions. Any issues that take place outside of the school day or school grounds that disrupt the educational process will be subject to disciplinary consequences. This can include conflict that occurs on social networking websites or instant messaging.

Students are assigned consequences for behaviors in accordance with the Beaverton School District Student/Family Handbook. The Consistent Discipline Handbook is located online on the District Website. A copy of the Student/Family Handbook is available upon request from the main office.

## CONDUCT

Cedar Park is proud to be a PBIS school. The Positive Behavior Intervention Support program (PBIS) is in place to help teach students positive ways to be successful in school. PBS supports and reinforces a positive school climate. At Cedar Park the four basic rules that are used to guide student behavior are: Be Safe, Be Responsible, Be Respectful, and Be Kind. Teachers will review conduct expectations in each class. See the matrix in the BSD Student/Parent Handbook for a complete explanation of behavior expectations in all areas of the school outside of the classroom.

## HALL PASSES

Cedar Park's school day begins at 9:15 a.m. Students arriving to school early may use the cafeteria or library (when available and with a pass) beginning at 8:40 a.m. when supervision is provided. The halls are open to students at 8:55 a.m. Students needing to gain access to their teachers before 8:55 a.m. must obtain a pass from their teacher the day prior to visiting in the morning and present it to the hall monitor for access.

Students are only allowed in halls with a pass or when under the supervision of a teacher. Students are not permitted to visit lockers without a pass when halls are closed.

Teachers often will agree to meet with students before school, during lunch, or after school. Students are to obtain a hall pass from their teacher ahead of time in order to access the halls.

Students who wish to use the library before school, during lunch, or after school must bring with them what is needed. With a pass from a teacher, students may use the library as early as 8:40. From 8:55 till 9:15, students may use the library without a pass. If you wish to use the library during lunch, obtain a pass from the lunchtime supervisor.

If passes are lost or misplaced, students will need to reschedule their appointment, or attempt to contact the teacher, a counselor, or an administrator for a replacement pass.

## LOCKERS

Having a locker is a privilege. Students are expected to treat lockers gently and with respect. Lockers are property of Cedar Park and the Beaverton School District. Lockers are issued to students for storage of coats, books, and school supplies. Two students usually share **one** large locker. Smaller lockers are distributed on an individual basis. Students are expected to follow these guidelines for taking care of your locker and personal property while at school:

- o Keep lockers locked at all times
- o Locker combinations are private
- o Secure your locker door
- o Lockers should remain clean and graffiti free
- o Close doors quietly without slamming
- o Share locker space with partner
- o Backpacks, purses, and bags remain in lockers during the school day
- o Report locker issues to a staff member
- o Clean up after yourself

*Note: If your locker does not open or close easily, please report this to the office for custodial repair.*

If you feel your locker is not safe, please report your concern in the main office. Do not tamper with another person's locker or open a locker other than your own. Damage to a locker could result in suspension from school, a fine, and/or loss of your locker privilege for the remainder of the school year. If damage occurs, notify an administrator immediately.

*SPECIAL NOTE: A student's locker combination is confidential. It is a serious violation of school rules to gather locker combinations (with or without student permission), to compile a list of combinations, or to distribute a list of combinations to another person. To be safe, valuables should be left at home.*

## LOSS PREVENTION

To prevent theft, locker rooms will be secured when students are in PE class. Each student will also be provided with a combination locker in the locker room. The Beaverton School District shall not be liable for theft or loss of personal property on school grounds. Should students choose to bring personal belongings to school, the students, not the district, are responsible for ensuring that their belongings are secured.

The district takes reasonable precautions to ensure the general security of property within the buildings. Students at middle schools are provided with lockers for depositing personal belongings. It is the responsibility of the student to make sure their locker has been properly secured. Students should keep their locker combination confidential.

Students are discouraged from bringing valuable belongings to school. Valuable belongings include cash, electronic or digital equipment, clothing, jewelry, etc. Should students choose to bring such items to school, they do so at their own risk.

### **What precautions should each student take to prevent loss or theft?**

- Students help to prevent loss by leaving large amounts of money, electronics, and other valuable objects at home.
- If an item is discovered missing, report the loss immediately to the office.
- Be careful when opening your locker that other people are not watching.
- Be sure your locker is locked before you leave by turning the lock several times.
- Report suspicious activity around lockers to your teacher or an administrator.
- Mark all personal items clearly so they can be claimed or returned.

### **Lost and Found**

Lost and found is located . As soon as you realize you have lost something, check the lost and found area before or after school to look for missing items. The P.E. department also has a lost and found area in each locker room.

### **LUNCH TIME PROCEDURES**

Following these procedures ensure safety and help keep the lunchroom clean:

#### **Step 1**

Be sure you have your Student ID number memorized or written down. Bring it with you if you are buying lunch. When you go to the cafeteria, please bring only your lunch or lunch money, a coat if you plan to go outside, and/or class materials if you plan to go the library.

#### **Step 2**

If you are buying lunch, enter the kitchen by heading straight down A Hall toward the exit doors and use one of the two kitchen entrances on the right hand side of the hall. Wait patiently in line, pick up a tray and choose your food. Then check out at a register designated for either ala carte & cash or full lunch if you have a lunch account.

#### **Step 3**

Find a place to be seated. All students should be seated while eating during the first 15 minutes of the lunch break. ***All lunchtime food and beverages are to be consumed in the cafeteria or the al fresco area (when open). Food and beverages should remain off the field area.***

#### **Step 4**

Please remain seated until you are excused from your table. Take all your trash, recyclables, and other lunch items with you when you leave the table.

#### **Step 5**

Take your trash and recycling to the designated area in the recycle center near the stage and drop off your used lunch trays. If going outside, head out the exit door near the stage. If you have a lunch box or any other items, they must be left on the storage table near the door during recess. All items can be picked up when you are returning to class. No food or drink of any kind is allowed outside.

#### **Step 6**

Enjoy your free lunchtime. Pick up anything you left on the storage table on your way back inside for class.

# Phones & Electronic Devices

## Beaverton School District Devices

The Beaverton School District Student/Family Handbook provides guidance about the responsible, efficient, ethical and legal use of Beaverton School District devices and network. Please review the guidance under “Technology Misuse.”

## Personal Phones and Devices

Elements of the Beaverton School District Electronic Communications Agreement apply to students who are using personal phones and devices. Please review the guidance under “Technology Misuse.”

The Cedar Park cell phone policy states:

- **Inside the building and throughout the school day**, phones are off an away. Once a student enters the building to begin her/his school day, the phone must be off and away until he/she leaves the building at the end of the school day.

## Cell phone classroom violation policy/procedures:

**First incident:** Teacher sends the student to the office to turn in the phone. Student will receive a receipt that she/he will show to the teacher. Student will report to the front office at the end of the day and retrieve the phone.

**Second incident:** Teacher sends student to the office to turn in the phone and get a receipt. The office will contact home for the parent to come pick up the phone.

**Third incident:** Teacher sends student to the office to turn in the phone and get a receipt. The office will let an administrator know. Admin will take action from there.

# Transportation

## School Buses

Transportation is provided between school and home only via school district established bus routes. If students wish to go to any other destination, they will need to provide their own transportation. Any exceptions to this policy will require advance written parental request and administrative approval. Students must bring a note for administrative approval to the main office **prior to the end of the school day** to change buses or stops or to have a friend ride home with them. Approved notes are good only for the date listed directly on the note. **Requests for approval after the end of day bell rings will not be granted.** For long-term bus route or stop changes, please contact the transportation department directly at (503) 356-4200

## **(O.R.S Oregon Revised Statutes School Bus Laws)**

- Students being transported are under the authority of the bus driver.
- Fighting, wrestling, or boisterous activity is prohibited on the bus.
- Students shall use the emergency door only in case of an emergency.
- Students shall be on time for the bus during both morning and evening times.
- Students shall not bring animals, firearms, weapons, or other potentially hazardous material on the bus.

- Students shall remain seated while the bus in in motion.
- Students may be assigned seats by the bus driver.
- When necessary to cross the road, students shall cross in front of the bus or as instructed by the bus driver.
- Students shall not extend their hands, arms, or heads through the bus windows.
- Students shall have written permission to leave the bus other than at home or school.
- Students shall converse in normal tones; loud or vulgar language is prohibited.
- Students shall not open or close windows without permission of the driver.
- Students shall keep the bus clean and must refrain from damaging it.
- Students shall be courteous to the driver, to students, and to neighbors.
- Students who refuse to promptly obey the directions of the driver or refuse to obey these regulations may forfeit their privilege to ride the bus.
- Students who cause problems on the bus will be issued a citation. The first citation is a warning; the second citation may result in losing the privilege to ride the bus up to several weeks. Parents will be notified in each case. All citations must be presented to an administrator for signature.
- If there is a serious problem on the bus and the driver feels he/she is unable to stop the problem, he/she may bring the students back to school for disciplinary action, and their parents may be called to pick them up.

### **Bicycles**

When you arrive at school, please park and **lock** your bike in the slotted rack in front of the building. This is the only area available for bikes. Students are not permitted to ride bikes during lunch or at any other time during school hours and students should walk their bikes while on school grounds. Students are not to visit the bike rack area during school hours.

\*According to Oregon law, children under the age of 16 must wear approved protective headgear when riding bikes. Failure to do so may result in the loss of your riding privileges to and from school and a citation from law enforcement.

### **Roller Blades, Skateboards, Scooters, etc.**

Student safety and security are among our highest priorities. Roller blades, skateboards, skates, and scooters pose potential health risks to students on the busy streets and parking lot near the school. These are not permitted on the school property.