RIVERDALE
SCHOOL DISTRICT

K-12 STUDENT & FAMILY HANDBOOK

2020-2021

Handbook Committee Members

Joanna Tobin, Acting Superintendent, Riverdale School District

Brian Hungerford, Attorney

Deputy David McGary, Multnomah County West Side Community Resource Officer

Rob Pridemore, Athletic Director

Hilary Chandler, Enrollment Coordinator

Elizabeth Gibson, Communications Coordinator

Megan Ticer, Assistant to the Superintendent

Heather Bogaty, Parent

Carrie Banks, Parent/School Board Member

Sarah Hansen, Teacher

Non-discrimination Statement: The Riverdale School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Riverdale 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, veteran status, genetic information or disability in any educational programs, activities or employment.

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.

The Riverdale 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 other school personnel. The Riverdale School District strives to develop and implement policies and procedures that will help each student achieve their potential.

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 Riverdale School District.

"We hold steady a culture of safe, respectful and responsible students. From our preschool to our 8th grade class, opportunities for learning to use one's mind well are countless. Our district maintains the priority of preserving our students' access to arts, music, library and competitive sports."

"By providing an atmosphere of intellectual, artistic and physical challenge within the warmth of a nurturing community, we develop in our students the confidence and the skills required for meeting the complexities of the future."

Table of Contents

Riverdale Five-Year Strategic Plan 2019 - 2024 5
Riverdale's Ten Essential Principles 7
School Board Members and Visitor/Volunteer Expectations 8
Parent/Guardian Rights 9
Accountability 10
Policies and Procedures 11-42
- Embracing Technology 11
- Admission of Resident Students 11
- Attendance 11
- Student Welfare 12
- School Grounds/Trespass 13
- Dress and Grooming 13
- Emergency Closure 13
- Standard Response Protocol (SRP Emergency) 14
- Student-Parent Reunification 14
- Student-Health Services 14
- Health Information 14
- Emergency Information 14
- Immunizations and Oregon Law 14
- School Nurses 15
- Health Screenings 15
- Medication Administration at School 15
- Communicable Diseases 15
- Transportation Services 16
- Student Fines and Fees 16
- Education Records 16
- Release of Personally Identifiable Information 17
- Student Education Records Definition 17
- Transferring Education Records 17
- Request for Amendment of Student's Education Record 18
- Student Record Rights of Parents & Eligible Students to Inspect and Review 18
- Protection of Pupil Rights Amendment and the Elementary & Secondary Education Act (ESSA) 19
- Complaint Procedure 20
- Equitable Practices 20
- Non-Discrimination 20
- Bullying and Harassment 20
- Search and Inspection 21
- Student Threat Assessment Team (STAT) System 22
- Levels of Intervention and Disciplinary Response 22
- Disciplinary Procedures: Special Education & Section 504 24
- Disciplinary Procedures and Review / Student Conduct Offense Grid 25

Standard Response Protocol Extended 29
ParentVUE 30
2019-2020 Riverdale Grade School Staff and Grade School Specific Information 31-35
- Homework Policy 32
- Lunch 33
- Office Hours 33
- Safety of our Children/Student Supervision 33
- School Hours 35
- Student Management 35

2019-2020 Riverdale High School Staff and High School Specific Information 36-42
- College and Career Readiness 37
- College Counseling 38
- Riverdale High School Academic and Grading Policies 38
- Grading Policy 39
- Honors Option 40
- Grade Appeals 40
- Teacher's Expectations 40
- Homework Policy 41
- Testing Expectations 42
- Academic Integrity 42
- Cheating 42

School and Community Resources 43
District Office Staff 46
District Calendar 47
Handbook Review Form 48

Riverdale 2019 - 2024 Strategic Plan

The five-year strategic plan stretches our district to set challenging goals that propel our community's vision for what learning can be for our students. The plan is now a working document that includes specific actions and timelines necessary to achieve the objectives between now and the year 2024. This working plan is a base from which we can measure progress toward achieving the desired results. As we progress, it's imperative to align workforce and financial resources to the strategic goals. In order to reach those goals, we need our entire school community — administrators, staff, students, parents and neighbors — to be excited for where we're headed, united in our focus and willing to own this vision for our district's future. Our strategic planning work has defined what we're striving for as a district and what we aspire to do. We hope you are as inspired as we are to take the next steps.

Our Vision

Students learn to use their minds well, engage creatively and act compassionately.

Our Mission

Riverdale develops inquisitive, imaginative and eager learners. Our students demonstrate academic mastery through exhibition to become effective communicators and responsible leaders.

Preamble

Riverdale is more than a school district. It is a community. One united by its dedication to its children and its desire to put their education first. Our community shares in our triumphs, sees us through our challenges and shapes what our schools and our students become. Our strategic plan is the result of shared community goals and, while it rightly puts our students first, it includes the entire community in its focus on creating an engaged, collaborative and inclusive environment

Strategic Plan Themes

Four overarching themes emerged to shape what Riverdale's future will look like — innovative educational model, district stability, climate and culture, and curriculum and instruction.

Theme One -- Educational Model

We support, challenge and prepare every student to succeed in college, career and life.
Students and educators collaborate in relevant, challenging and personalized learning that is shaped by student voice, extends beyond the classroom and draws the world into the school.

- **Student-centered:** Responsive to student voice and providing all students with ongoing, future-oriented guidance and support.
- **Challenging:** A challenging, multi-dimensional program designed to equip all students for success in college and beyond.
- **Flexible:** Delivering personalized learning in all settings, with flexible schedules that promote innovative instruction.
- **Relevant:** Education that is oriented toward learning beyond the classroom and school, with age-appropriate opportunities to engage with the broader community.
- **Enhanced:** Providing a variety of co-curricular experiences that allow students to explore personal, physical and academic interests through participation in activities, competitions and team or individual sports.
-

Theme Two -- District Stability

We are operationally sound, poised for the future and aligned to the needs of our community. *A public school district with innovative leadership, operational consistency, financial predictability, transparency and efficiency.*

- **People:** Experienced leadership and staff that are committed to delivering on the District's vision and mission, and developing strong and united relationships built on trust.
- **Facilities:** Well-maintained and appropriate facilities that equipped to support the District's goals for the future.
- **Best practices:** Use of best practices to maintain financial stability, provide operational efficiency and deliver accurate, reliable reporting.
- **Support:** Neighborhood schools embraced and supported by local voters, neighbors and the parent community.

Theme Three -- Climate and Culture

We cultivate highly engaged, self-determined students who thrive both academically and socially. *A safe and supportive district-wide community rooted in the social-emotional well-being of all students, inciting passion for learning and fostering our students' capacity for mutual and self-respect.*

- **Well-being:** A positive, safe and healthy environment that prioritizes the personal well-being of students and is supported through intentional practices and a focus on active, healthy lifestyles and responsible decision-making.
- **Collaboration:** A climate of collaboration that unites and engages students, staff and the extended community to contribute in meaningful ways to our shared success.
- **Respect and civic mindedness:** A culture of kindness and respect fostered through deliberate efforts to recognize and explore diversity and equity, and to cultivate positive interactions with others in school and in the world.
- **High expectations:** High expectations for academic integrity, a passion for excellence and an emphasis on persistence and resilience.

Theme Four -- Curriculum and Instruction

We nurture curious and agile learners by balancing rigor, creativity, exploration and innovation. A passionate learning community where students lead the learning process, demonstrate their mastery through exhibition and where academic risk-taking is rewarded.

- **Guiding principles:** Instruction is approached through the lens of the principles of essential schools and current educational research and initiatives, where students are encouraged to demonstrate mastery and embrace challenge.
- **Innovation and integration:** Innovative instruction and learning environments that allow for thoughtful integration of subject matter and a culturally responsive curriculum.
- **The arts:** Dedication to the arts as both a core subject area and a means to reinforce learning in all subjects, as well as foster well-rounded students.
- **Technology:** Technology is integral to instruction as both a learning tool and a subject for success in a digital world

Riverdale's Ten Essential Principles

Riverdale School District embraces the values of the Ten Essential Principles, originally adopted by the Coalition of Essential Schools (CES):

1. Learning to use one's mind well
2. Less is *more*—depth over coverage
3. Goals apply to all students
4. Personalization
5. Student as worker, teacher as coach
6. Demonstration of mastery
7. A tone of decency and trust
8. Commitment to the entire school
9. Resources dedicated to teaching and learning
10. Democracy and equity

Benchmarks

The Riverdale School Benchmarks are Ten Common Principles, put into practice by describing what the work of the Coalition "looks like." The benchmarks are divided into two categories—Classroom Practices and Organizational Practices. Classroom Practices are focused on instruction and address the question "What does a classroom look like?" by sharing how each practice is reflected in teacher work and student outcomes. Organizational Practices are those school-wide practices that support and enable the Classroom Practices.

Classroom Practices

- Culturally responsive pedagogy
- Differentiated instruction
- Essential questions
- Habits of mind and heart
- Interdisciplinary curriculum
- Performance-based assessment
- Student-centered teaching and learning

Organizational Practices

- Access, opportunity, and post-secondary preparation
- Family engagement and community partnerships
- Continuous school improvement
- Culture of fairness and trust
- Maximizing resources for equitable outcomes
- Professional learning community
- Transformational leadership

The Benchmarks are intended as a tool for teachers, schools, and centers to support schools as they both plan their program and develop ways of assessing their reform efforts. The indicators within the Benchmarks reflect the principle-based approach to school reform and illustrate best practices and lessons learned in the field and from CES research and professional development. As a reflective and assessment tool, the Benchmarks are intended to be used to focus reflection, to identify strengths and weaknesses, and to guide the work. A powerful way to improve schooling is to include a broad constituency in the conversations about how to use the common principles to create schools where all children reach high standards. A shared purpose allows us to pursue differing strategies to reach agreed upon goals. Sharing these Benchmarks within the school community can allow multiple scheduling, pedagogic, and administrative practices to coexist as long as they are focused on raising overall student achievement.

School Board Members and Visitor/Volunteer Expectations

School Board members are:

John Bogaty Carrie Banks Michelle Janke Joe Prats Carrie Spurlock

The five-member Riverdale School Board is the policy-making body of our school district responsible for overseeing the educational program for students. To accomplish its role, the board:

- Determines the long-range direction of the District
- Establishes policies that direct the instructional and support programs
- Communicates with the community
- Employs and evaluates the superintendent
- Negotiates with employee groups to determine salaries and benefits
- Calls elections on bond proposals
- Approves the annual budget

All Riverdale School Board regular meetings begin at 6 p.m. and are open to the public. Meetings are held at the Riverdale Grade School Commons, unless otherwise noted. Public participation time is scheduled at the end of each regular meeting to allow community members the opportunity to share information or concerns about educational issues.

In addition to the regular meetings, the Board has scheduled work-study sessions. Work-study sessions are special meetings in which the Board meets but does not intend to take any action. Work sessions enable the board to gather information and discuss and review various aspects of an issue. Like regular meetings, work study sessions are open to the public. These meetings are held at the Riverdale Grade School Commons, unless otherwise noted, and typically begin at 4:30 p.m.

Visitor Badges and Volunteer Screening

All adults on campus should be wearing a badge – two different photo ID badges differentiate staff from parent volunteers, while visitors will have a more generic visitor badge. This helps students and staff know which adults are “safe” and with whom to use more caution. Parents who plan to spend a good deal of time volunteering in the school, classrooms, clubs, cafeteria, events or field trips should get a volunteer badge. To do so, we’ll need a background check on file (see process to become a Verified Volunteer in the About Us > Volunteering section of the Riverdale website).

Volunteer Expectations

- Dependability: Children and staff look forward to the volunteer’s commitment to report at an expected time.
- Professionalism: The volunteer is a role model for children in dress, manner, and behavior.
- Confidentiality: The volunteer must respect the confidentiality of sensitive information. Children and their families should not be discussed outside the program of school environment.
- Communication: The volunteer’s success depends on effective communication. Asking questions and following directions are key components.

Parent/Guardian Rights

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 Riverdale 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 paraprofessionals and information about their training.

Accountability

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
- 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, veteran status, genetic information or disability in any educational programs, activities or employment

Parents and Families 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 schoolwork 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, veteran status, genetic information or disability in any educational programs, activities or employment

Teachers and other School Personnel 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, veteran status, genetic information or disability in any educational programs, activities or employment
- Help keep our schools safe (“If you see something, say something”)

Community Members will help parents, students, and educators by

- Respecting, encouraging and supporting them
- Being active, contributing partners with the schools
- Making Riverdale 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, veteran’s status, genetic information or disability in any educational programs, activities or employment

Embracing Technology

Riverdale School District has traditionally been a leader in providing a technology-rich working environment for its students and staff, investing continually in technological resources. Yet, when Riverdale School District made technology a priority in our Strategic Plan, it wasn't just for the sake of adding machines. Better technology enhances curriculum, and as we approach a one-to-one ratio of technology to students, teachers and their classes benefit from strategic educational uses. At Riverdale, we see the curriculum as the driver and technology as the accelerator. Riverdale offers a multi-platform environment, providing our students access to a variety of different operating systems in both desktop and laptop configurations, and encouraging use of personal devices where appropriate. We guide our students to become discriminating users of information and good digital citizens.

Use of Computer, Internet and Other Electronic Systems

Policy Reference: JFCEB – Personal Electronic 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 Riverdale email; 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.

Admission of Resident Students

Policy Reference: JECA – Admission of Resident Students

School-age students who live within the district attendance area between the ages of 5-19 shall attend school without paying tuition. 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 Enrollment Coordinator, Hilary Chandler, for admission requirements.

Attendance

Policy Reference: JEA – Compulsory Attendance

Except when exempt by Oregon law, all students, ages 7-18, that have not completed the 12th grade are required to attend regularly, a school full-time during the entire school term. All students five or six years of age who have been enrolled in a public school are required to attend regularly. Persons having legal control of a student ages 7-18 who has not completed the 12th grade are required to have the student attend school. Persons having legal control of a student, who is five or six years of age and has enrolled the child in a public school, are required to have the student attend and maintain regular attendance. **ORS 581-023-006(4), (6)** requires school districts to withdraw from the school's active enrollment, any student who is absent for ten (10) consecutive full days.

Student Welfare

Child Abuse

Policy Reference: JHFE – Reporting of Suspected Child Abuse; JHFE – AR (1); JHFE/KN-AR (2)

Any district employee who has reasonable cause to believe that any child with whom the employee has come in contact has suffered abuse or neglect, as defined in state law, by any adult or by a student with whom the employee is in contact, will immediately notify the Oregon Department of Human Services or the local law enforcement agency. The district employee shall also immediately inform his/her supervisor, principal or superintendent. Abuse of a child by district employees or by students will not be tolerated. All district employees are subject to this policy and the accompanying administrative regulation. If a district employee is a suspected abuser, reporting requirements remain the same. The District will designate the personnel director and/or superintendent to receive reports of abuse of a child by district employees and specify the procedures to be followed upon receipt of an abuse report. In the event the designated person is the suspected abuser, the Board chair shall receive the report of abuse. The District will post in each school building the name and contact information of the person designated to receive child abuse reports, as well as the procedures the personnel director and superintendent will follow upon receipt of a report. When the personnel director and/or the superintendent take action on the report, the person who initiated the report must be notified. A substantiated report of abuse by an employee shall be documented in the employee's personnel file.

A substantiated report of abuse by a student shall be documented in the student's education record. Upon request, the District shall provide records of investigations of suspected abuse of a child by a district employee or former district employee to law enforcement, Oregon Department of Human Services or Teachers Standards and Practices Commission. Any district employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a district employee or a student, in good faith, the student will not be disciplined by the Board or any district employee. Intentionally making a false report of abuse of a child is a Class A violation.

The District shall establish written procedures to provide annual training: 1) for district staff in the prevention and identification of abuse of a child and on the obligations of district employees under ORS 419B.005, as directed by board policy, to report suspected abuse of a child; 2) for parents and legal guardians of students attending district schools on the prevention, identification of abuse of a child and the obligation of district employees to report suspected abuse of a child, separate from district staff training; and 3) designed to prevent abuse of a child available to students attending district-operated schools. The superintendent shall implement such regulations as are necessary to accomplish the intent of this policy and to comply with state law.

School Grounds/Trespass

Policy Reference: KGB – Public Conduct on District Property

The Riverdale 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 (please see Volunteer Process & Screenings).

Further, no person on school property will:

1. Injure or threaten to injure another;
2. Damage the property of another or of the District;
3. Violate parking regulations;
4. Drive a vehicle in an unsafe manner;
5. Impede, delay or otherwise interfere with the orderly conduct of the District's educational program or any other activity taking place on school property which has been authorized by the Board, superintendent, principal or other authorized administrator;
6. Enter any portion of school premises at any time for purposes other than those which are lawful and authorized by school officials;
7. Smoke;
8. Consume, sell, give or deliver drugs or alcoholic beverages;
9. Possess an unauthorized loaded or unloaded firearm or any other instrument used as a dangerous or deadly weapon as defined in Policy JFCJ - Weapons in the Schools;
10. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things which are evidence of membership or affiliation in any gang. Use speech or commit any act or omission in furtherance of the interests of any; gang or gang activity. A "gang" is defined as a group that identifies itself through the use of a name, unique appearance or language including hand signs, claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity; and
11. Willfully violate other rules and regulations adopted by the Board designed to maintain public order on school property.

Persons having no legitimate purpose or business on school property or violating or threatening to violate the above rules may be ejected from the premises and/or referred to law enforcement officials.

Dress and Grooming

Dress or grooming, whether in school or out, is the responsibility of the student and their parent/guardian. When dress and grooming disrupt or directly interfere 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.

Emergency Closure

All Portland area media outlets including TV stations, KATU (2), KOIN (6), KGW (8), KPTV (12), radio stations, and FlashAlert.net will broadcast information about emergency closures. Parents can also check the Riverdale School District's main webpage for the announcements or updates on weather or emergency closures. Parents may also receive a phone or email message through the school messenger system.

Standard Response Protocol (SRP Emergency)

Riverdale 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 Riverdale School District stakeholders. For more information, see Standard Response Protocol in the 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 sight.
Evacuate – Evacuate students and staff from one location to another.
Shelter in Place – Shelter is called when the need for personal protection is necessary.
Hold – Hold is called when the hallways need to be kept clear, even during class changes.

Student-Parent Reunification

In the event of an emergency or critical incident, Riverdale School District is accountable for the reunification of students with their parents or guardians. The Student-Parent Reunification issued 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 used broadcast phone and email 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.

Student Health Services

Policy Reference: JHC – Student Health Services and Requirements JHCC – Communicable Diseases Students JHCD & JHCD-AR – Medications
JHCDA- Nonprescription/Prescription Medication
Student Health Services

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 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. 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 administering a medication to a student and/or permitting a student to administer a medication to themselves, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis, or a need to manage hypoglycemia, asthma or diabetes. Accordingly, the district may administer or a student may be permitted to administer themselves prescription (injectable and noninjectable) and/or nonprescription (noninjectable) medication at school. The District shall designate personnel authorized to administer medications to students. Training shall be provided to designated personnel as required by law in accordance with guidelines approved by the Oregon Department of Education (ODE).

Communicable Diseases

The District shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the Communicable Disease Guidance published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law. When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the administrator involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others. In cases when a restrictable or reportable disease is diagnosed and confirmed for a student, the administrator shall inform the appropriate employees with a legitimate educational interest to protect against the risk of exposure. The District may, for the protection of both the student who has a restrictable disease and the exposed student, provide an educational program in an alternative setting. The District will include, as a part of its emergency plan, a description of the actions to be taken by district personnel in the case of a declared public health emergency or other catastrophe that disrupts district operations. The District shall protect the confidentiality of each student's health condition and record to the extent possible and consistent with federal and state law.

See page 24 for Exclusion Guidelines.

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 Riverdale 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.

Student Fines and Fees

No student will be denied an education because of their inability to pay supplementary fees. No student, however, is exempt from charges for loss of 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.

Education Records

Policy Reference: JO – Education Records JOA – Directory Information JOB Personally Identifiable Information

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 Riverdale 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 their tasks.

"Legitimate Educational 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 of 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 participation in sports & honors or awards; student's image.

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.

OAR 581-21-0240, requires that the District disclose personally identifiable information from education records to comply with lawfully issued subpoenas. Though parental/guardian consent is not required as a matter of law, the District is required to make a reasonable effort to notify the parent/guardian in advance of compliance with the subpoena in all cases. Such advanced notices shall provide the parent/guardian with adequate time to petition the court or attorney issuing the subpoena with their objection to the subpoena. The address to file a complaint with the U.S. Department of Education concerning alleged failures by the District to comply with the requirements of 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; Student birth date and place of birth;
c. Name of parents/guardians;
d. Date of entry in school;
e. Name of school previously attended;
f. Courses of study and marks received;
g. Credits earned;
h. Attendance;
i. Date of withdrawal from school;

Transferring Education Records

The District shall, subject to **ORS 339.260**, transfer all student education 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, they 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 their right to appeal the decision.

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 right 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 their 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 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

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 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 student 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 seems 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 their 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.
Parents 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 student.

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

Complaint Procedure

Policy Reference: KL/KL AR – Public Complaints

If the person making the complaint discusses the matter with the building principal, that principal shall attempt to resolve the complaint or identify the reasons for not resolving the issue. In the event a complaint is not resolved within 10 working days at the building level, the complainant may file a written complaint with the superintendent. The superintendent will attempt to resolve the complaint. If the complaint remains unresolved within 10 working days of receipt by the superintendent, the complainant may request to place the complaint on the Board agenda at the next regularly scheduled or special Board meeting. Any written complaint bearing the signature of a district patron, which is presented to the Board, may be considered by the entire Board. A final decision shall be made by the Board within 20 working days from receipt of the complaint. The written decision of the Board will include the legal basis for the decision, findings of facts and conclusions of law. Complaints against the principal may be filed with the superintendent. Complaints against the superintendent should be referred to the Board chair. Complaints against the Board as a whole or individual Board members should be made to the Board chair and may be referred to district counsel. Complaints against the Board chair may be made directly to the Board vice chair.

Equitable Practices

The Riverdale 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 – Nondiscrimination

The Riverdale School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Riverdale 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, veteran status, genetic information or disability in any educational programs, activities or employment.

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

Bullying and Harassment

Policy Reference: JFCF/JFCF-AR Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence/Domestic Violence Student/ Complaint Procedures

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's or employee's rights.

Harassment and bullying mean 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 principal or their 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.

Search and Inspection

Policy Reference: JFG – Student Searches 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 their personal property, or any 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.

To further protect students and provide a safer school environment, random inspections of lockers and other student storage areas may also occur at any time. These areas remain in the possession and control of the school when they are assigned for student use. Students may use student storage areas for the limited purpose of temporarily keeping items needed for classes and other school activities. Students shall expect that lockers and other student storage areas will be inspected by the school from time to time without prior notice to assure that such areas are not being used for any unauthorized purpose. Students have no reasonable expectation of privacy in lockers and student storage areas. Prohibited items will be removed and held by the school. Any items removed during an inspection will be returned to the student, the student's parents or held for the police as necessary. Students will be disciplined if any prohibited items are found. Items held or confiscated by the school will be evaluated for return to the proper owner upon completion of an investigation or a disciplinary action. Contraband or unlawful items, the possession of which violate the Riverdale School District Student & Parent Handbook, Riverdale 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.

Student Threat Assessment Team (STAT) System:

The system consists of the following levels:

- **Inquiry --** School Principal consults with another member of the STAT team and determines the need for a Level 1 assessment.
- **Level 1 --** A school-based Student Threat Assessment Team 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
- **Level 2 --** If the Level 1 team determines there is a 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. **Level 1 Teams** 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, Multnomah County Mental Health, DHS, and Multnomah County Juvenile Department that assists school-based STAT members with threat management and identification of resources. **Level 2 Teams** do not case manage.

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

This level of support is intended to heavily focus teaching and coaching to encourage the student to fix or repair the problem. No office referrals accompany this level.

a. **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.
b. **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. This level includes parent notification and a minor or major referral. Corrective action focuses on repairing any harm done and resolving conflict.

Level 3:
Suspension and referral responses

These interventions may involve the removal of a student from the school environment for up to ten 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.

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. The length of the suspension shall be determined by the severity of the act and previous behavior of the student.

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.

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.

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

a. Non-accidental conduct causing serious physical harm to a student or employee;
b. 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
c. When the suspension or expulsion is required by law.

Level 4:
Expulsions. 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.

Expulsion Process
Expulsion is the termination of the student's right to attend school, school activities, and/or be on any 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 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 students will be suspended by the principal pending expulsion.

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 paperwork must be submitted to address the self-destructive and dangerous behavior.

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. 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 District's attorney may be present.

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

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

Exclusion Guidelines:

Circumstances under which students must be sent home or kept home include: Fever of 100.5 degrees or greater, vomiting, diarrhea, colored drainage from eyes, nose, or ears, skin rashes of undiagnosed origin, severe/ uncontrolled coughing, and other symptoms (see addendum). Health department regulations require that students be excluded from school for 24 hours past the cessation of above symptoms and/or written release from a healthcare provider (see addendum)

Disciplinary Procedures Review

Level 1
Classroom support and non-administrative school staff Interventions – aim is to teach and 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	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	*Law Enforcement and Public Safety Office should be contacted
ACADEMIC INTEGRITY					
Cheating, plagiarizing, presenting another person's work as your own or any misrepresentation of the truth about your work.	X	X			
ALCOHOL					
Use, Possession and /or Intent to posses			X	X	X
Distributing or sharing			X	X	X
Selling				X	X
ASSAULT					
Intentionally, knowingly or recklessly causing physical injury to another			X	X	X
AUTOMOBILE MISUSE					
Not following rules and regulations concerning vehicles on school premises		X	X	X	
BULLYING/HARASSMENT					
Harassing, intimidating, bullying or cyberbullying		X	X	X	X
BUS MISCONDUCT					
Minor Disruptions (eating, noise, etc.)	X	X			
Serious Disruptions (attacking students or driver)		X	X	X	

STUDENT CONDUCT OFFENSE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	*Law Enforcement and Public Safety Office should be contacted
CLOSED CAMPUS					
Leaving school property without pre-arranged permission		X	X		
DANGEROUS DRUGS					
Use, Possession and/or Intent to possess			X	X	X
Distributing or Sharing			X	X	X
Selling				X	X
DEFIANCE OF AUTHORITY					
Refusal to follow the reasonable requests of District personnel and/or designated authority	X	X	X		
DISORDERLY OR DISRUPTIVE CONDUCT					
Language or behavior which disrupts and/or interferes with the educational process	X	X	X		
DISRUPTIVE APPEARANCE/STUDENT DRESS					
Failure to meet dress and/or grooming standards	X	X	X		
EXTORTION					
Demanding money or something of value in return for protection from violence or threat of violence	X	X	X	X	
FIGHTING					
A hostile physical encounter between individuals		X	X	X	
FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY					
Using fire to destroy or attempt to destroy property			X	X	X
FIRE TOOLS/IGNITION SOURCES					
Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources		X	X	X	X
FORGERY/LYING					
Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth	X	X	X		
GAMBLING					
Participating in games of chance for the purpose of exchanging money and other things of value exchanging money and other things of value		X	X		
LEWD CONDUCT/PROFANITY					
Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured	X	X	X		

STUDENT CONDUCT OFFENSE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	*Law Enforcement and Public Safety Office should be contacted
LOITERING (AFTER SCHOOL SUPERVISION)					
Unsupervised students loitering in school buildings before or after school hours		X	X		
MEDICATION					
Distribution, sharing, and/or selling of prescription or over the counter medications or supplements		X	X	X	X
PHYSICAL ALTERCATION (MINOR)					
Confrontation, tussle, or physical aggression that does not result in injury	X	X	X		
RECKLESSLY ENDANGERING					
Reckless, unintentional conduct which creates substantial risk of physical injury to another person or self		X	X		
SECRET SOCIETIES/GANGS					
Participating in a secret society or gang-related activities		X	X	X	X
SEXUAL HARASSMENT					
Sexual harassment that is verbal, visual, written, electronic, or physical in nature	X	X	X	X	X
TARDINESS					
Arriving late to school and/or class	X	X			
TECHNOLOGY MISUSE					
Failure to comply with the District's "Electronic Communication Agreement"	X	X	X		X
THEFT					
Taking, giving, selling or receiving property not belonging to you	X	X	X	X	X
THREATS/MENACING/HATE LISTS					
An intentional, serious threat by word or act which places another person in fear of imminent serious physical injury		X	X	X	X
TOBACCO, "VAPE" PENS OR OTHER E-CIGARETTES					
Tobacco use, possession, sharing, and/or distribution		X	X		

STUDENT CONDUCT OFFENSE	LEVEL 1	LEVEL 2	LEVEL 3	LEVEL 4	*Law Enforcement and Public Safety Office should be contacted
TRESPASSING					
Entering or remaining unlawfully in School District buildings		X	X	X	X
UNEXCUSED ABSENCE					
Any absence which has not been excused by parent or legal guardian and/or school staff	X	X			
VANDALISM					
Intentionally damaging, defacing or destroying property	X	X	X	X	X
WEAPONS: DANGEROUS OR DEADLY, OTHER THAN BELOW					
The use, possession or sale of a dangerous or deadly weapon			X	X	X
WEAPONS: EXPLOSIVE DEVICES					
The use, possession, or sale of an explosive device				X	X
WEAPONS: FIREARMS – Expulsion (requires safety plan)					
The use, possession, or sale of a firearm				X	X
WEAPONS: KNIVES AND LOOK-A-LIKE KNIVES – Expulsion (requires safety plan)					
The possession, use, or threat of use of a look-a-like knives of any form and/or length		X	X	X	X
WEAPONS: LOOK – ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS – Expulsion (requires safety plan)					
The use, possession, or threat of use of a look – alike explosive device, firearm, or other dangerous or deadly weapons		X	X	X	X
WEAPONS: OTHERS – 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

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

STANDARD™ RESPONSE PROTOCOL EXTENDED

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 - Extended (SRPx). The SRPx is based on these five actions. Lockout, Lockdown, Evacuate, Shelter and Hold. In the event of an emergency, the action and appropriate direction will be called on the PA.

LOCKOUT - "Get Inside. Lock Outside Doors"
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://iloveuguys.org

LOCKOUT
GET INSIDE. LOCK OUTSIDE DOORS

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

HOLD
IN YOUR CLASSROOM

Hold is called when the hallways need to be kept clear, even during class changes.

STUDENTS:
- Remain in your classroom
- Do business as usual.

TEACHERS:
- Recover students and staff from hallways
- Close and lock classroom door
- Take roll, account for students

i love u guys FOUNDATION

© Copyright 2009-2017, All rights reserved. The "I Love U Guys" Foundation. Bailey, CO 80421. SRP, The Standard Response Protocol and I Love U Guys are Trademarks of The "I Love U Guys" Foundation and may registered in certain jurisdictions. This material may be duplicated for distribution per "SRP Terms of Use". SRPx K12 STUDENT PARENT HANDOUT | Version 2.0.1 | 01/06/2018 | http://iloveuguys.org

Riverdale School District

ParentVUE®

powered by Synergy®

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

View comprehensive ParentVUE guides
Go to www.Riverdale.k12.or.us/parentvue

How to use ParentVUE

1 **Visit:** parentvue.Riverdale.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."

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.

2019-2020 Riverdale Grade School Staff

Grade School Principal	Joanna Tobin	
Primary Teachers	Lisa Becker Kate Wray Cayla Papke Jennifer McDonald Ashley Hayes Alison Barron/Michelle Sager Lauren Howley Sharon Whitehill Heidi Hutchinson Rylie Laskowski	Kindergarten Kindergarten Grade 1 Grade 1 Grade 2 Grade 2 Grade 3 Grade 3 Grade 4 Grade 4
Intermediate Teachers	Todd Migchelbrink Dietrich Nebert Larissa Reece Brian Black	Social Studies Grades 5&6 Science Grades 5&6 Math Grades 5&6 Language Arts Grades 5&6
Upper Grades Teachers	Nancy Fowler Sara Marruffo Jill Leve Carrington Light Jeff Robinson	Math Grades 7&8 Spanish Grades 7&8 Science Grades 7&8 Language Arts Grades 7&8 Social Studies Grades 7&8
Specialist Teachers	Sue Jonson Shar Hunter Erika Andrews Becky Mizera Teresa Chan Misha Kuznetsov Elizabeth Randall	Special Education Special Education/Testing Counselor/TAG Library/Literacy/Math Physical Education Music Art
Preschool Teachers	Barbara Lamb Elizabeth Sanchez	Multi-age 3's & 4's Program Preschool Assistant
Grade School Educational Assistants	Beth Marchi April Romine Carter Ause Susan Turner Tricia Bogdan Ryan Ball Tia Zilberstein	
Grade School Office Staff	Chrisie Patrick Suzanne Bevier Tanya Steele	Administrative Assistant Office Assistant Student Support/Office Asst
RGS Custodial Staff	Antonio Sanchez Todd Sauvageau	Head Custodian Evening Custodian

Homework Policy *(Board Policy IKB)*

Riverdale School District recognizes the positive correlation between purposeful at-home practice and student achievement. Homework, for the purposes of this policy, refers to an assignment to be prepared during a period of supervised study, or which otherwise requires individual work within or outside of the school day.

The responsibility for an effective homework program is shared by the school, staff, parents and students. Administrators will make policy recommendations to the board and ensure policy compliance. Teachers will relate the goals and objectives for homework assignments, provide clear and appropriate directions, tie assignments to classroom learning and provide timely feedback on student work. Parents will support students by providing adequate time, space, materials and encouragement. Students will assume responsibility to complete and submit homework assignments on the appropriate due dates or as arranged with individual teachers.

Homework assignments will vary in length, type and complexity to account for students' developmental levels. Homework should serve the following purposes:

- Complete work assigned to supplement lessons;
- Reinforce practice, skill-building, and application of knowledge, or to deepen understanding through the use of higher level, critical thinking skills;
- Provide additional time for research projects or long-term assignments;
- Enrich regular class work, or pursue honors;
- Support learning gaps related to an absence; and/or
- Support active learning, not to be used as consequences for misbehavior.

As a general guideline, the District supports best-practices research that establishes the following ranges of time as appropriate expectations for a student's total daily homework quantity:

- Primary Grades (K-3): 10 to 30 minutes
- Intermediate Grades (4-6): 30 to 60 minutes
- Middle School Grades (7-8): 60 to 120 minutes
- High School Grades (9-12): 60 to 180 minutes

Every effort will be made to ensure that homework assignments take into consideration students' differences, interests and abilities, as well as the educational resources available to the student at school and in the home. Homework should also be developed with recognition of other activities present in the life of each student (e.g. participation in school activities, family commitments and religious and cultural affiliations). It is understood that individual students will have different needs, and students and parents are encouraged to talk directly with teachers about any concerns they have regarding the quantity or quality of homework assignments.

Homework, as an extension of classroom learning, is not intended to fill in gaps due to extended absences. In the case of prolonged illness or other extenuating circumstances that require students to be out of school for more than seven school days, families need to work with their respective school(s) to develop an independent study plan.

It is understood that individual students will have different needs. Students with special needs will receive appropriate modifications as designated by active Individual Education Plan (IEP), 504, Talented and Gifted (TAG) or other instructional plans. All students and parents are encouraged to talk directly with teachers about any concerns they have regarding the quantity or quality of homework assignments.

Lunch

Throughout its history, Riverdale Grade School has not sponsored the hot lunch program on campus – instead, the Riverdale Parent Teacher Club sponsors it. Information and registration are available on the Riverdale PTC website (www.riverdaleptc.org). Students may also choose to bring a prepared lunch.

Office Hours

The grade school office is open Monday through Friday from 8 a.m. to 4 p.m.

Dress Code

While clothing styles fit all ages and bodies differently, we ask you to keep the following in mind as you make your back-to-school shopping choices: **Does this clothing allow your child to move safely and freely without adjusting, and does it cover their body appropriately?**

Safety of our Children/Student Supervision

Before School

Please remember that prior to 8:20 a.m., there is no adult supervision at school. Adult supervision is provided at 8:20 a.m. until classes begin at 8:30 a.m. It is important to have children arrive during supervised time.

After School

Students are requested to go directly home after school unless involved in a school sponsored/supervised activity or an adult or guardian accompanies the student. ***There is no adult supervision after 3:30 p.m.***

Playground Rules

1. Be respectful, responsible and safe.
2. Riverdale has an inclusive playground. This means students may join games/ not be excluded from play.
3. Ask permission from a playground supervisor to leave the playground for any reason, including first-aid needs or use of the restroom.
4. If there is a conflict, seek to resolve and if needed ask for support from a playground supervisor.
5. Ask for assistance from a playground supervisor if a ball goes outside the designated playground area.

6. Use all playground equipment safely and appropriately.
7. Use only approved balls or Frisbees. (No hard balls, lacrosse balls, bark, sticks, rocks, etc.) Football and soccer games on the field only – not on hard surfaces.
8. Slides: All slides – Go down only
   - Slide on your bottom, feet first
   - Do not run up, climb on sides or jump off
9. Swings: Line up on the sides, swing forward/backward (not side to side) and do not do flips off of or walk/run in front of swings in motion.
10. Play Structure: No jumping off tall playground equipment.
    - No sitting or standing on the top of the structure.
    - No balls on or near the play structure.
11. Pulley: Lines on both sides, one swing across. Two people maximum on pulley.
12. Keep hands and feet to yourself. This includes no play fighting or choking.
13. No playing of tag games in the bark chip area unless authorized by an adult.
14. Be aware of your body and space next to other climbers on the climbing wall. Allow others to take turns.
15. The SpaceNet is a climbing structure. Jumping off of the SpaceNet is prohibited.

Student Conduct on School Buses *(Refer to SB Policy EEACC and EEACC-AR)*
The health and safety of children is our number one priority. Please review with your children the bus rules and procedures. Your cooperation and support are appreciated. Riverdale Grade School will adhere to district policy and Oregon Administrative Regulations regarding transportation of students on school buses.

1. Students being transported are under authority of the bus driver;
2. Fighting, wrestling or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material;
6. Students will not bring animals, except approved assistance guide animals;
7. Students will remain seated while bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through the bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and must refrain from damaging it;
15. Students will be courteous to the driver, fellow students and passersby;
16. Students who refuse to promptly obey the directions of the bus driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

IMPORTANT! As a safety precaution, all K-8 students must bring a note signed by a parent/guardian on any day they wish to leave the bus at any stop other than their own. Bus drivers are instructed that students are to leave the bus ***only*** at their stop or as otherwise instructed by you in a note.

School Hours

Monday, Tuesday, Thursday, Friday
Preschool:
8:30am - 12:10pm – AM Preschool
8:30am - 2:20pm – Full-Day Preschool
Grades K-8:
8:30 am - 3:20 pm

Wednesday
Preschool:
8:30am - 12:10pm – AM Preschool
8:30am - 2:20pm – Full-Day Preschool
Grades K-8:
8:30 am - 2:20 pm

Student Management

All of our students deserve the reasonable safeguard of due process in the consideration of all matters affecting their school life. Although we will review key elements of the Handbook with students, we also appreciate parents discussing school rules with their children.

Positive Behavior Interventions and Supports (PBIS) and Discipline
There is a shared commitment among the faculty and staff to **create a school climate characterized by people who are responsible, respectful and safe.** Toward this end, we have implemented a **Positive Behavior and Intervention Supports (PBIS)** system, based on the notion of proactively teaching and reinforcing desirable student behaviors (responsible, respectful and safe), rather than merely reacting to inappropriate student behavior after it occurs.

The major objective of the Riverdale Grade School PBIS Program is to promote behavior that will enable the student to develop personal responsibility and self-discipline in order to be a productive and engaged student. School-wide classroom lessons referred to as “teach-tos” support our school-wide PBIS program. We strive to teach students the expected behaviors in all areas of the school. We also seek to recognize great learning behaviors with “Falcon Feathers,” or written acknowledgements.

We also value the use of Restorative Justice Practices and encourage students to repair or fix a situation when harm occurs. When harm occurs, individuals are encouraged to take responsibility and engage in a process that makes things right. *Restorative Practices are based on principles and processes that emphasize the importance of positive relationships as central to building community and restoring relationships when harm has occurred (San Francisco Unified School District).*

Falcon Feathers: Teachers and staff are watching for students who are displaying behavior that is **responsible, respectful** and/or **safe**. Also, staff teach and recognize the **Habits of Mind and applaud the use of a growth mindset**. When students are observed demonstrating the Habits of Mind or behaving in a responsible, respectful and safe manner they may receive a Falcon Feather. Students turn their copy of the Falcon Feather into the main office.

2019-2020 Riverdale High School Staff

High School Principal	Paula Robinson	
Teachers	Jeff Brown Megan Buell Elizabeth Carroll Christy Drogosch Holly Finnerty Sarah Hansen Michael Johnson Laura Keldorf Adam McLain Cyndy Moehling Janice Olguin Nate Orton Heidi Pierce John Preacher David Thompson Mark Wechter Michael Murray Beth Johnston	Humanities Science Math Humanities/PE/Foreign Lang. Humanities Library Humanities Humanities CTE Foreign Lang./Health Humanities Art Music Science/Math Math Science/Math Counselor/TAG Special Education
High School Assistants	Michael Brown	Special Education
High School Office Staff	Cheryl Wright Grace Thompson	Administrative Assistant Office Assistant
High School Custodial Staff	Dave Warren Todd Sauvageau	Head Custodian Evening Custodian

Riverdale High School Specific Information

College & Career Readiness

The Riverdale School District is committed to offering students the tools and guidance necessary to become lifelong learners prepared for success in college and beyond. Riverdale is committed to supporting students' goals. A structured four-year program inspires students to explore options and reflect about their future.

Our college counseling program is comprehensive, individualized and successful. Riverdale has one of the best college placement track-records of any public high school in the United States.

Counselors will design a high school program, including activities and internships that will improve students' chances of being admitted to the college of their choice, or to be ready for military or employment options.

Riverdale sets high standards and encourages all students to achieve their full potential, preparing students for the most selective colleges from the beginning of their education. We provide the best teachers, to whom we offer many opportunities for professional growth. We monitor student progress and report success and challenges to families. Our teachers collaborate with other staff, students, and families to work toward common goals for student achievement.

Please see our College Counseling website for further details.

Student Success Measures:

College-readiness:

- Students complete college entrance requirements and a college preparatory curriculum
- Students complete college level/dual credit courses
- Students complete at least one full credit of Career Tech Education
- Students complete at least one college admissions exam

Career-readiness:

- Students participate in at least one job, internship, apprenticeship, or job-shadow experience during their time in high school

Continual personal learning:

- Students record learning goals and report their progress towards achieving those goals

Students' future plans:

- Our School Counselor (Academic Advisor) works one-on-one with students to develop a Personal Education Plan which explores future goals and creates a roadmap to success, linking students to appropriate coursework and outside learning activities that help them develop the knowledge and skills to achieve their goals.

Collaboration goal between students, teachers, and parents:

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

College Counseling

The College Counseling program at Riverdale High School seeks to empower students to find the right next step for their continued education through a process of self-reflection, research, and exploration of post-high-school options. Our goal is for students to find higher education institutions which will serve them well and which will offer them opportunities to thrive intellectually and socially. Our College Counselor offers a comprehensive college guidance program including classroom guidance lessons, test prep, individual and family planning, and college visits. We provide personalized attention, from detailed letters of recommendation to individual student and parent meetings, with targeted advice and guidance. We are the only public high school in the Portland metropolitan area to offer such in-depth and personalized college counseling.

Riverdale High School Academic and Grading Policies

Academic/Credit Requirements

Three twelve-week terms comprise RHS's school year. Each one-term course earns .5 credits. Students take five classes each term. Students are awarded credit for successful demonstration of knowledge and skills that meet or exceed defined levels of performance.

Graduation Requirements

A Riverdale diploma currently requires 28 credits for graduation. This is four more credits than is required by the state. Required areas of study in obtaining the necessary credits for graduation are as listed below. Fractional credits may be allowed.

English (4 credits)
Science (4 credits)
Art (4 credits)
PE (1 credit)
Senior Exhibition (.5 credits)
History (4 credits)
Math (4 credits)
World language (2 credits)
Health (1 credit)
Electives (3.5 credits)
90 hours of service
Pass state-required essential skills assessment

Service

Students must complete and document a four-year total of **90** service hours. Hours can be earned for high school from mid-June prior to freshman year, to June 5th of the student's senior year. Summer experiences do count. Service hours must meet the following criteria:

- Forms for hours must be submitted by the following dates, each year: summer hours due by Sept. 15, school year hours by the last day of school for students, and senior final tally for graduation due by May 15.
- Only thirty of the ninety hours can be fulfilled with activities within the Riverdale School District.
- Paid experiences, National Honor Society service, service for family or for-profit organizations are not accepted.
- No more than 40 hours can be awarded to a single activity or organization for the 90-hour requirement, unless an exception is approved by the principal.

- Students may complete all of their service hours in one year. Colleges like to see a consistent commitment across four years, however. (Recommended targets: Freshmen 15 hrs., Sophomores 20 hrs., Juniors 30 hrs., Seniors 25 hrs.)

- Hours beyond the required 90 should be submitted to the student's service file, so they can be noted in college recommendations. Our Senior awards ceremony acknowledges extraordinary service by providing a service cord for graduation.

- For hours to be accepted, completed forms signed by the supervisor of the service must be submitted to the school office. Parents cannot sign for hours if a formal supervisor was available.

Personalized Education Plans (PEP)
A formalized plan and a process that involves students in planning, monitoring and managing their own learning, as well as their personal and career development, in grades 9-12 is documented in the Personal Educational Plan (PEP) in Advisory classes. Documentation of the student's progress and achievement toward academic standards, graduation requirements, and other individual goals, along with records of other personal accomplishments that are related to the student's Educational Plan will be documented and included in the student's PEP.

Extended Application, an Oregon Graduation Requirement
Students at RHS fulfill this graduation requirement through the Senior Exhibition Process.

Essential Skills for Graduation
In order to earn a diploma, students must demonstrate proficiency in Reading, Writing and Math on one or more of the following: Smarter Balanced State Assessment, ACT, PSAT, SAT or local work samples.

Grading Policy

A-excellent	D-minimum passing	I-incomplete
B-above average	F-failure-no credit earned	
C-average	P-credit earned	

During each term students will receive two grade reports – midterm progress reports and final term grades. Midterm progress reports do not carry credit. Final term grades do carry credit and are computerized in a student's four-year, cumulative grade point average (GPA). Riverdale assigns plusses and minuses.

Students receiving an **Incomplete (I)** at the end of the term must immediately make arrangements with their teacher to make up incomplete work. It must be completed within 14 calendar days of the end of the term. (Further information available upon request at the office.)

A+, A = 4.0	C+ = 2.3	D- = .7
A- = 3.7	C = 2.0	F = 0.0
B+ = 3.3	C- =1.7	P = Credit earned
B = 3.0	D+ =1.3	I = Incomplete
B- = 2.7	D = 1.0	

The attainment of passing grades is the responsibility of the student. Teachers will complete midterm progress reports in an attempt to notify students and parents regarding academic concerns and will work with parents to communicate in the most effective and timely manner possible. Students are responsible for being aware of their level of achievement in classes. Students or parents should initiate periodic check-ins with teachers if there are any reasons to question the student's level of success. The midterm progress report is available through ParentVUE and provides a valuable resource for parents and students in determining academic progress before parent conferences in any given trimester.

Any mark below a "C" is reason to doubt successful completion of the course. Even average or better marks at progress report time can be misleading. If the student does not make minimal progress throughout the remainder of the term, a passing grade may not be possible.

Honors Option

Honors coursework is available to qualified students in all core classes (English, Art, Science, History, Math, World Language) and some electives. It is not a separate class, but an extension of the regular course. The Honors option encourages deeper thinking and provides greater challenge for students who are interested in and capable of such work. Students who wish to pursue Honors must be self-directed, able to meet deadlines and work independently. Honors work might include research, reading and writing, leadership and presentations, problem solving, scientific experimentation and investigation, community service, or independent projects. Successful completion of Honors will be noted on a student's transcript with an "H" next to the course grade. Honors students must earn a grade no lower than B (the H will be dropped if the course grade falls below B). An H on the school transcript is valuable in college admissions, as it indicates that a student has taken the most rigorous route for that course. Also, the number of H's on transcripts may be used to determine Valedictorian and Salutatorian. To be enrolled in Honors, a student must submit an Honors contract no later than two weeks into a course. Before that date, teachers will post their Honors curricula on their Google Classroom sites and explain expectations. Parents, students, and teachers will sign the Honors contract. Students who continue to take Honors after parent conferences are expected to complete the Honors commitment. Given the natural period of adjustments to high school, ninth graders may elect Honors in no more than two (2) courses in their first term.

Grade Appeals

Should you have any concerns about a grade received in a class, please first see your teacher and request clarification and an explanation of the grade. If you do not understand the explanation, schedule an appointment with the counselor for assistance with the problem. If the problem is not resolved, the principal will ultimately review all grade appeals.

Teacher Expectations

Each teacher will provide a written syllabus (including such things as the quantity and frequency of homework, grading, and acceptance of late work) that will provide clear expectations for the course. Each teacher will post homework on the district-wide electronic portal, which can be found on the district website. Teachers are not required to create lessons that support vacation taken during the school year. Vacation absences risk the possibility of a lower grade.

Homework Policy *(Board Policy IKB)*

Riverdale School District recognizes the positive correlation between purposeful homework and student achievement. Homework, for the purposes of this policy, refers to an assignment to be prepared during a period of supervised study, or which otherwise requires individual work within or outside of the school day.

The school, staff, parents, and students share the responsibility for an effective homework program. Administrators will make policy recommendations to the board and ensure policy compliance. Teachers will relate the goals and objectives for homework assignments, provide clear and appropriate directions, tie assignments to classroom learning, furnish students with appropriate background knowledge and skills to complete assignments, and respond to student work in a timely manner. Parents will support students by providing adequate time, space, materials and encouragement. Students will assume responsibility to complete and submit homework assignments on the appropriate due dates or as arranged with individual teachers.

Homework assignments will vary in length, type and complexity to account for students' developmental levels. Homework should serve the following purposes:

- Supplement lessons
- Reinforce practice, skill building, and application of knowledge, or deepen understanding through the use of high-level critical thinking skills
- Provide additional time for research projects or long-term Honors work
- Make up assignments missed because of an absence
- Support active learning, not be used as a consequence for misbehavior

As a general guideline, the district supports best-practices research that establishes 60 to 180 minutes as appropriate expectations for a student's total daily homework quantity.

Every effort will be made to ensure that homework assignments take into consideration students' differences, interests and abilities, as well as the educational resources available to the student at school and in the home. Homework should also be developed with recognition of other activities present in the life of each student (e.g. participation in school activities, family commitments, vacation periods, and religious and cultural affiliations).

It is understood that individual students will have different needs. Students with special needs will receive appropriate modifications as designated by active Individual Education Plan (IEP), 504, Talented and Gifted (TAG), or other instructional plans. All students and parents are encouraged to talk directly with teachers about any concerns they have regarding the quantity or the quality of homework assignments.

Note that homework, as an extension of classroom learning, is not intended to fill in gaps due to extended absences. In cases of prolonged illness or other extenuating circumstances that require students to be out of school for more than seven school days, families need to work with their respective school(s) to develop an independent study plan.

Testing Expectations

Examinations and tests are essential tools in the evaluation of any student's academic achievement. So that integrity of the entire testing procedure can be maintained, the following shall ***not*** be permissible:

1. To give or receive assistance during an examination.
2. To use unauthorized notes or aids during an examination.
3. To obtain or divulge unauthorized answers or information prior to the test.

Failure to observe these guidelines may result in a grade of "0" for the test and a loss of credit for the class.

Academic Integrity

Students are expected to do their own work at all times. Cheating and plagiarism of any kind are wrong, and infractions will not be tolerated.

Much of the instruction at Riverdale High School is based on inquiry. We teach students to find the best information, in whatever format, to interpret it, and to share their findings with others. We expect students to honor intellectual property and avoid plagiarism (which includes but is not limited to copying or turning in another person's work as your own work). Students will:

- •Respect copyright/intellectual property rights of creators and producers (always cite others' work).
- •Seek divergent perspectives during information gathering and assessment.
- •Follow ethical and legal guidelines in gathering and using information.
- •Contribute to the exchange of ideas within the learning community in an ethical fashion.
- •Use information technology responsibly. Never publish the art or writing of any other person as though it were your own.

Cheating

Cheating is taking a dishonest academic advantage over other students, and includes: talking during a quiz or test, glancing at another student's test or quiz, copying another student's homework, copying material straight out of a book without citing the source, changing the answer while correcting papers, using notes when you are not allowed to, or having someone else do your work. Cheating will result in a conference with the teacher and consultation with the principal. Consequences could include a "0" on the work, a call to parents, a referral, and further disciplinary action. Grade altering may result in suspension.

24-HOUR CRISIS LINES	
Youthline - Lines for Life (Staffed by teens every day from 4:00 -10:00	877-968-8491
Alcohol & Drug Hotline	800-923-4357
Child Abuse/Neglect Hotline	800-509-5439
Domestic Violence Resource Center - 24-hour Crisis Line	503-235-5333
Military Helpline - Lines for Life	888-457-4838
Multi-Service Center of the Oregon Dept. of Human Services	971-673-5722
Multnomah County Mental Health	503-988-4888 800-716-9769
Multnomah Crisis Line	503-988-4888
National Suicide Prevention Hotline	800-273-8255
Portland Women's Crisis Line	503-235-5333
Sexual Assault Resource Center	503-640-5311 888-640-5311
Suicide Lifeline	800-273-TALK (8255)
ALCOHOL/DRUG SERVICES COUNSELING SERVICES:	
Alcoholics Anonymous: for people who want to stop drinking	503-223-8569 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	800-923-4357
Rimrock Trails Residential Treatment Center	888-532-6247
Substance Abuse Helpline - Lines for Life	800-923-4357
Western Psychological	503-626-9494
CLOTHING:	
Riverdale School District Clothes Closet: Provides free clothing to low-income students enrolled in the Riverdale School District in grades K-12. The closet is open Wednesdays:10:00 a.m. - 7:00 p.m. 16550 SW Merlo Road, Beaverton, OR 97003.	503-356-4443
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

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
GIRLS ADVOCACY:	
Girls, Inc. of NW Oregon	503-230-0054 www.girlsinitiativenetwork.org
Coalition for Equal Access for Girls	503-258-4167
HEALTH:	
School-Based Health Alliance	503-719-4515
Oregon Health Plan (OHP)	800-699-9075 oregon.gov/OHA/healthpla
Poison Control Center - Overdose/Poison (Oregon)	800-222-1222
Multnomah County Dept. of Health and Human Services (DHHS)	503-988-3691
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.or
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
MENTAL HEALTH AND COUNSELING SERVICES:	
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
Suicide Bereavement Support Group	503-200-0382
Western Psychological Services	503-626-9494

POLICE AND EMERGENCY/NON-EMERGENCY SERVICES:	
Multnomah County Sheriff Non-Emergency Line	503-823-3333
Clackamas County Sheriff Non-Emergency Line	503-655-8211
Emergency and Oregon Tipline	503-846-8861
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 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

District Office Staff

Superintendent	Jim Schlachter Megan Ticer	 Administrative Assistant/ Human Resources
Athletics	Rob Pridemore Harmony Carson	Athletic Director Administrative Assistant
Business Office	Cindy Duley Lynn Vimont	Business Manager Accounting Specialist
Enrollment	Hilary Chandler	Enrollment Coordinator
Communications	Elizabeth Gibson	Communications Coordinator

RIVERDALE SCHOOL DISTRICT 51J

2020-2021 Calendar

Updated 8/10/2020

August 2020

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	**31**					

September 2020

Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	**4**	5
6	**7**	**8**	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	**2**	3
4	5	6	7	**8**	**9**	10
11	12	13	14	15	16	17
18	19	20	21	**22**	**23**	24
25	26	27	28	29	30	31

November 2020

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4	5	6	7
8	9	10	**11**	12	13	14
15	16	17	18	19	20	21
22	**23**	**24**	**25**	**26**	**27**	28
29	30					

December 2020

Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	**21**	**22**	**23**	**24**	**25**	26
27	**28**	**29**	**30**	**31**		

January 2021

Sun	Mon	Tue	Wed	Thur	Fri	Sat
					1	2
3	4	5	6	7	**8**	9
10	11	12	13	**14**	**15**	16
17	**18**	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	8	9	10	11	**12**	13
14	**15**	16	17	18	**19**	20
21	**22**	23	24	30	27	28

March 2021

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1	2	3	4	5	6
7	**8**	9	10	11	12	13
14	15	16	17	**18**	**19**	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	**16**	17
18	19	20	21	22	**23**	24
25	26	27	28	**29**	**30**	

May 2021

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12	13	**14**	15
16	17	18	19	20	**21**	22
23	24	25	26	27	28	29
30	**31**					

June 2021

Sun	Mon	Tue	Wed	Thur	Fri	Sat
		1	2	3	4	
6	7	8	9	**10**	***11***	12
13	***14***	***15***	***16***	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

9/7	Labor Day - No School
9/8	First Day- All Students
10/2	HS Teacher Work Day (no students)
10/8-10/9	HS Conferences (no students), GS Regular Day
10/9	GS Teacher Work Day (no students),
10/22-10/23	GS Conferences (no students), HS Regular Day
11/11	Veteran's Day, No School
11/20	End of Fall Term
11/23-11/27	Thanksgiving Break
11/30	Winter Term Begins
12/21-1/1	Winter Break
1/8	HS Teacher Work Day (no students), GS Regular Day
1/14	HS Conferences (no students), GS Regular Day
1/15	HS Conferences (no students), GS Teacher Work Day (no students)
1/18	Martin Luther King Jr Day, No School

2/12	GS Teacher Work Day (no students), HS Regular Day
2/24	President's Day, No School
3/8	GS and HS Teacher Work Day (no students)
3/6	End of Winter Term (HS)
3/15	Spring Term Begins
3/18-3/19	GS Conferences (no students), HS Regular Day
3/22-3/26	Spring Break
4/16	GS Teacher Work Day (no students), HS Regular Day
4/23	HS Teacher Work Day (no students), GS Regular Day
4/29-4/30	HS Conferences (no students), GS Regular Day
5/14	GS Teacher Work Day (no students), HS Regular Day
5/31	Memorial Day, No School
6/10	End of School
6/11-6/16	Snow Day Buffer

RIVERDALE

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.

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, Riverdale School District policies, regulations and guidelines.

We are aware that the Riverdale 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 ensure 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:_____

SIGNATURE OF STUDENT: _____

PRINT NAME OF STUDENT: _____

SIGNATURE OF PARENT/GUARDIAN: _____

PRINT NAME OF PARENT/GUARDIAN: _____

(Revised August 2019)