

Student Rights and Responsibilities Handbook & Discipline Framework



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1. Introduction

Dear Tigard-Tualatin Students, Parents, and Staff,

Welcome to the Tigard-Tualatin School District! As we embark on this new academic year, I want to take a moment to introduce the Student Rights and Responsibilities Handbook, a vital resource designed to empower our students and cultivate a thriving, inclusive school community.

At TTSD, we believe that every student has the potential to learn, achieve, and contribute meaningfully to society. The Student Rights and Responsibilities Handbook is crafted with this belief at its core, serving as both a guide and a promise—a guide to the rules, regulations, and services that govern student conduct and academic life, and a promise of our unwavering commitment to protecting each student's rights.

This handbook is not just a document; it's a living resource that supports our mission to create safe, welcoming schools where every student feels valued and heard. By understanding their rights and responsibilities, students can fully engage in the civic process, making informed decisions and taking active roles in their educational journey.

We encourage all students, staff, and parents to familiarize themselves with this handbook, as we all share the responsibility of fostering an environment where everyone can succeed. Together, we can build a community where every student feels safe, supported, and ready to thrive.

It's a new day at TTSD. Please join us in making our schools the best they can be.

Sincerely,

Dr. Iton Udosenata
Superintendent, Tigard-Tualatin School District

In our student handbook you will find important information related to freedom of speech, student services, and our pledge to make our commitment to improve schools and this year's handbook will feature critical updates from the previous year. This handbook covers all activities considered "school sponsored," which include:

- Activities on school grounds during published school hours.
- Activities funded or supervised by the school or District.
- Activities supervised by school personnel, whether on or off school grounds.
- Events that result from in-school programs, such as concerts, plays, or dances.
- Activities planned during class time.
- Use of District-provided transportation.

2. Educational Equity and Racial Justice / Every Student Belongs / Non-Discrimination Policy

TTSD is committed to academic and personal success for each student. This commitment is anchored in the belief that every student has the right to equitable educational opportunities and a school experience that is validating, empowering, and just. Dedicated policy, people, and practice are necessary to make the District into a culturally sustaining organization that enables every student to successfully navigate a culturally complex society and global economy.

This commitment to educational equity means that a student's success should be neither predicted nor predetermined by race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, housing status, familial status, immigration status, disability status, linguistic difference, religion, culture, or any protected class status. The District must ensure that all students are guaranteed a comprehensive, rigorous, and inclusive education that empowers them to thrive after they exit high school.

All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

All employees are entitled to work in an environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

All visitors are entitled to participate in a school or educational environment that is free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

TTSD shall provide programs, activities, and facilities (including restrooms, locker rooms, and changing areas) that provide equal opportunity and access for all students. TTSD prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or Veteran status, or because of the perceived or actual race, color, religion, sex, sexual orientation, gender identity, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, or veterans' status of any other persons with whom the individual associates.

TTSD will identify, locate, and evaluate all students with disabilities, regardless of the severity of the disability, who are in need of early intervention, early childhood special education, or special

education services. Parents/guardians or other individuals who suspect a student may have a disability and need 504 or Special Education Services may contact the school counselor.

Contact information

504 and Title II ADA Coordinator: Carol Kinch, ckinch@ttsd.k12.or.us, 503-431-4006

Title VI Civil Rights Coordinator: Dr. Zinnia Un, zun@ttsd.k12.or.us, 503-431-4183

Title IX Director: Len Reed, lreed@ttsd.k12.or.us, 503-431-4012

Mailing address: 6960 SW Sandburg Street, Tigard, OR 97223

Distinctions on the basis of age are permitted where District policy, statutes, regulatory agencies, and the welfare of the child or other children dictate. Students and/or parents/guardians who have questions or concerns about how the District serves students in any of these protected classes can read [TTSD's Non-Discrimination Policy](#) and associated [Discrimination Complaint Procedure](#).

The District's procedure for promptly and equitably resolving complaints about instruction, discipline, or learning materials is to follow these channels: 1) teacher, 2) school administrator, 3) director, 4) superintendent, 5) school board. Any complaint about school personnel will be investigated by the administration before consideration and action by the school board. For more information about TTSD complaint procedures, visit our [District website](#).

Relevant board policies: [ACB](#), [ACC](#), [JB](#), [AC](#), [JG](#), [KL](#)

3. Academics

Our academic approach is dedicated to nurturing the intellectual, social, and emotional growth of students, ensuring everyone has fair access to a high-quality, comprehensive education. This includes not just core subjects but also a variety of curricular, co-curricular, and extracurricular activities that encourage good attendance and make learning enjoyable. We are dedicated to breaking down barriers so that all students can participate in extracurricular activities, electives, sports, the arts, music, and career and technical education (CTE).

We believe every student deserves to be actively involved in their learning journey, upholding academic integrity and striving for excellence with the support and guidance of their teachers. This philosophy is part of our commitment to implementing a Multi-Tiered System of Supports (MTSS), which provides personalized and systematic support to all students. Using a data-driven approach, we can offer tailored support, enhancing academic, behavioral, and emotional outcomes for every learner.

Within TTSD's MTSS framework, we integrate the Science of Reading, using evidence-based practices to teach reading effectively. This ensures that literacy instruction is clear, systematic, and responsive to our students' diverse needs. By screening for reading difficulties early on, we can proactively address them and build a strong foundation for literacy development.

Our philosophy also emphasizes the importance of self-awareness, critical thinking, and culturally responsive practices. We aim to uncover and address structural inequalities, fostering a school

climate that values high standards, genuine connections, and continuous growth. Our curriculum incorporates multiple perspectives and diverse backgrounds, while our teaching methods encourage critical thinking and active engagement with social and political issues.

TTSD prioritizes collaborative leadership and professional development. Instructional leadership teams work together in Professional Learning Communities (PLCs) to enhance teaching practices and support student learning. By fostering a clear understanding of the learning process, we ensure that both teachers and students grasp the purpose and relevance of their education, ultimately preparing students to succeed in an interconnected world.

Student and Teacher Responsibilities

Students are expected to:

- Actively participate in class.
- Complete school work promptly with integrity.
- Monitor their own academic performance.
- Avoid any form of academic dishonesty.

Teachers are responsible for:

- Accurately assessing student achievement to understand their needs and growth.
- Sharing information among parents, teachers, and students.
- Informing parents/guardians and students about academic progress and providing specific evidence of mastery when requested.
- Alerting parents/guardians if a student's performance declines.
- Ensuring grades reflect academic performance only and maintaining consistency in grading and reporting.
- Clearly explaining the meaning of grades and evaluation symbols to students.

Graduation Requirements

The Board sets graduation requirements for high school diplomas, modified diplomas, extended diplomas, and attendance certificates that meet or exceed state standards. Students may fulfill graduation requirements in less than four years with parental or guardian consent. The District ensures that all students have opportunities to demonstrate progress and will provide additional services or educational options for those who do not meet or exceed standards. A TTSD diploma requires the completion of 26 credits, with specific subject requirements, while modified and extended diplomas are available for students with significant learning barriers or medical conditions.

Staff are responsible for ensuring equitable access to resources, providing accurate information about student progress, and maintaining consistency in grading and reporting.

To participate in graduation ceremonies, students must successfully complete the required academic credits according to Policy IKF and meet all academic, attendance, and behavioral requirements.

4. Positive Behavior Interventions and Supports (PBIS)

TTSD is committed to providing an inclusive, high-quality educational experience as we strive toward our TTSD mission to *Educate Every Child*. PBIS is a school-wide system that aims to develop school environments that are predictable, positive, and culturally responsive, and foster a sense of growth, community, and belonging for all. We believe:

- Inclusive access to public education is a right of each of our students, not a privilege. TTSD is committed to accepting, understanding and catering to all students' differences and diversity, whether that's physical, cognitive, academic, social, or emotional.
- All students can learn and be a part of our community.
- Behavior, emotional regulation, and social competencies are skills, not a reflection of character. Kids do well if they can.
- All staff are responsible for teaching behavior, emotional regulation, and social competencies.

All TTSD schools utilize PBIS systems as an evidence-based framework that reduces problem behavior and promotes positive, socially appropriate behavior. The goal is to maximize academic engagement and establish a positive school climate and community while preventing behavior that may result in harm to the student/school relationship and/or loss of instructional time. The school-wide framework includes: co-constructed expectations and norms; explicit teaching and reteaching of routines, expectations, and norms; frequently reinforced expected and prosocial behavior; consistent response to behavior using neutral correction and/or restorative practices; and use of data to make decisions.

In a tiered system of support, students receive the support they need to thrive.

- **Tier 1 — Universal Programming:** At the Tier 1 level, 100% of students benefit from social emotional learning. Social emotional learning (SEL) is the process through which all students acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions, achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and caring decisions.
- **Tier 2 — Evidence-Based Group Interventions:** Approximately 5-15% of students need additional support to learn how to manage their behavior and access academics. At this level, staff provide group interventions that address the needs of the students. For example, the Check-In/Check-Out behavior intervention is a commonly used option where an adult mentor works with the student daily to provide feedback on behavior goals.
- **Tier 3 — Individualized Student Support:** 1-5% of students require more intensive support. Multidisciplinary teams gather monthly to develop highly individualized programs that meet the unique needs of each student.

By leveraging these proactive systems throughout all TTSD schools, we aim to ensure that all students are guaranteed a comprehensive, rigorous, and inclusive education that empowers them to thrive after they exit high school.

5. Attendance and Enrollment

We recognize that students may be absent from school for a variety of reasons, such as health issues or transportation difficulties. Our staff is ready to assist students and their families with any challenges they encounter in maintaining regular or timely school attendance. We monitor attendance daily, take note of absences, communicate to understand the reasons behind them, and partner to identify barriers and supports to ensure every student can attend school.

The Importance of Attendance

Regular attendance is a crucial predictor of academic success and significantly impacts milestones such as 3rd-grade reading proficiency, 9th-grade performance, high school graduation, and overall life success. Chronic absenteeism, regardless of whether absences are excused or unexcused, is defined as missing 10 percent of the school year (18 days). Only absences for student illness and/or medical appointments, religious holidays, and family emergencies are considered excused. When students are chronically absent, missing classroom instruction has a direct, negative correlation with academic achievement. Understanding the impact of chronic absenteeism empowers students, families, and communities to make informed decisions about school attendance.

We are dedicated to providing an exceptional educational experience for our students, which includes improving attendance and reducing chronic absenteeism. Students who struggle with attendance expectations will receive support and guidance to address the underlying issues. However, they may also face restrictions on participating in athletics or other extracurricular activities until their attendance improves. After 10 consecutive absences, whether excused or unexcused, a student will be withdrawn from school. To reset the count of consecutive days absent, a student must be present for at least half a day.

How Parents/Guardians Can Help

We miss students when they are not in school, and we greatly value their presence and contributions. We need the support of parents/guardians to ensure their student attends regularly and thrives in school, regardless of whether they are participating in person or online. If a student will be absent, please notify the school in advance. For unplanned absences, contact the school within two school days after the student returns.

Students' Rights and Responsibilities

All families within the TTSD boundary are eligible for free Pre-Kindergarten; please find additional information at our [TTSD Early Learning Website](#). Students have the right to attend school if they are five years old by September 1 and have not completed graduation requirements nor reached the age of 19. If a student turns 19 during the school year, they may continue attending for the remainder of that year.

Students receiving special education services who have obtained a modified, extended diploma or attendance certificate may attend until age 21. Students are entitled to information about alternative education programs if irregular attendance or significant disciplinary issues hinder their educational progress. They also have the right to make up missed assignments and instruction and to continue their education with full access and participation, regardless of housing status.

Students are expected to attend school in their designated attendance area, but may inquire about the "School Choice" process through a building administrator. They must attend classes on all scheduled school days, be punctual, and adhere to policies regarding absences or late arrivals. Parents/guardians are responsible for informing the school of their child's absence and the reason for it, either by phone or in writing.

The School Board is responsible for admitting, free of charge, all qualified residents to TTSD schools, authorizing the admittance of others, determining residency, and setting tuition rates.

Parents/guardians must ensure the school attendance of any child between the ages of 6 and 18 who has not completed the 12th grade. TTSD follows [ORS 339.065\(2\)](#) regarding attendance, with exceptions as provided by Oregon law.

Exchange Student Admission

The District welcomes students from international exchange programs and other authorized programs. For more information on exchange students, refer to board policy [JECB](#).

Relevant board policies: [JC](#), [JE/JEA](#), [JECB](#), [JEC](#), [JECBA](#), [JECBD](#)

6. Educational Records

"Educational records" are records that are directly related to a student and that are maintained by an educational agency or institution or a party acting for or on behalf of the agency or institution. These records include but are not limited to grades, transcripts, class lists, student course schedules, health records (at the K-12 level), special education records, and student discipline files.

The Family Educational Rights and Privacy Act (FERPA) is a federal law that affords parents/guardians and students who are 18 years of age or older ("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 45 calendar days after the day the school receives a request for access.** Parents/guardians or eligible students who wish to inspect their child's or their own education records should submit a written request to the school principal or the District records administrator. Parents/guardians requesting records related to **special education records** have the right to inspect and review the records within **10 business days** after the school receives a request for access.

2. **The right to request the amendment of the student's education records that the parent/guardian or eligible student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA.** Parents/guardians or eligible students who wish to ask the school to amend their child's or their education record should write to the school principal. If the school decides not to amend the record as requested by the parent/guardian or eligible student, the school will notify the parent/guardian or eligible student of the decision and of their right to a hearing regarding the request for amendment.

3. **The right to provide written consent before the school discloses personally identifiable information (PII) from the student's education records, except to the extent that FERPA authorizes disclosure without consent.** There are exceptions where the District may disclose personally identifiable information without parent/guardian consent, including:
 - a. **School officials:** FERPA allows "school officials," including teachers, within the school to obtain access to personally identifiable information from education records without consent, provided that the school has determined the officials have a "legitimate educational interest" in the information. School officials are individuals with a legitimate educational interest if the official needs to review an education record in order to fulfill their professional responsibility. A school official can include contracted individuals, volunteers, and/or consultants who are not employed by the District, but who performs an institutional service or function for which the school would otherwise use employees.
 - b. **Enrollment:** Upon request, the school discloses education records without consent to officials of another school or school district in which a student seeks or intends to enroll, or is already enrolled if the disclosure is for purposes of the student's enrollment or transfer.
 - c. **Directory information:** FERPA does allow districts to disclose "directory information" without written consent, unless the parent/student has notified the school district that they do NOT want directory information disclosed (see below).

4. **The right to file a complaint with the U.S. Department of Education concerning alleged failures by the Tigard-Tualatin School District to comply with the requirements of FERPA.** The office that administers FERPA:

Family Policy Compliance Office
 U.S. Department of Education
 400 Maryland Avenue SW, Washington, DC 20202

5. **The right to obtain a copy of the District's policies with regard to student education records, including a statement of how copies of these policies may be obtained and where they are located.**

Directory Information

FERPA does allow districts to disclose "directory information" without written consent, unless the parent/student has notified the school district that they do NOT want directory information disclosed. Tigard-Tualatin School District has designated the following information as directory information:

- Student's name
- Student's photograph

- Participation in recognized sports and activities
- Weight and height of athletic team members
- Awards and honors received
- Current grade level

The primary purpose of directory information is to allow the District to include this type of information from a child's education records in certain school publications.

In addition, two federal laws require local educational agencies (LEAs) receiving assistance under the Elementary and Secondary Education Act of 1965 (ESEA) to provide military recruiters, upon request, with three directory information categories — names, addresses, and telephone listings — unless parents/guardians have notified the school that they do not want their student's information disclosed without their prior written consent.

If a parent/guardian does not want Tigard-Tualatin School District to disclose directory information from their child's education records without their prior written consent, they must notify the school principal in writing within 10 days of receiving this information. They may EITHER indicate that they do not want the school to disclose any directory information OR that they do not want their student's directory information released to military recruiters.

Educational records are different from public records. A public record is any document "containing information regarding a public entity's business" that is prepared, owned, used, or retained by the public entity.

Relevant board policies: [JOA](#), [JOB](#), [IGBAB/JO](#), [JOC](#)

7. Student Restraint and Seclusion

Restraint means the restriction of a student's actions or movements by holding the student or using pressure. Seclusion means the involuntary confinement of a student alone in a room from which the student is physically prevented from leaving. Restraint and/or seclusion may be used only under the following circumstances: 1) The student's behavior imposes a reasonable risk of imminent and substantial physical or bodily injury to the student or others; and 2) less restrictive interventions would not be effective.

Providing reasonable physical intervention is allowed in the following circumstances (as long as the intervention does not include a restraint prohibited under [ORS 339.288](#)):

- Breaking up a physical fight.
- Interrupting a student's impulsive behavior that threatens the student's immediate safety, including running in front of a vehicle or climbing on unsafe structures or objects.
- Effectively protecting oneself or another from an assault, injury, or sexual contact with the minimum physical contact necessary for protection.

Restraint and seclusion can be used only by trained staff. In TTSD, designated staff are trained in SafetyCare Crisis Prevention Program, and when restraint or seclusion is necessary, students will be continuously monitored by trained staff until the situation is resolved. In the case of an emergency, when trained staff are not immediately available due to the unforeseeable nature of the emergency, restraint or seclusion may be implemented by non-trained school personnel.

Following any incident of restraint or seclusion, parents/guardians will receive a written incident report and be invited to participate in a debrief meeting.

An [annual report](#) is prepared by TTSD each fall that summarizes the use of restraint and seclusion.

Relevant board policies: [JGAB](#)

8. Freedom of Expression

Students have the right to a high-quality educational experience, devoid of discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin. They are entitled to express themselves orally, in writing, electronically, or by assembly, ensuring they do not infringe upon the rights of others.

Additionally, students have the right to attend school in an atmosphere free of slurs based on various factors such as religion, race, creed, color, personal life orientation, national origin, sex, marital status, age, or disability. Furthermore, they should attend school in an environment free of verbal assaults, privacy invasion, assaults, profanities, obscenities, ridicule, or threats of physical harm.

Students also have the right to express affection for friends and staff in an appropriate manner, as well as the freedom to dress and groom according to their choice, consistent with the goals and purposes of the educational environment.

Students have the responsibility to contribute to a learning community free of discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin. They should promptly report incidents of bias, hate, or physical aggression to ensure a learning environment that provides every student with a safe and welcoming atmosphere.

Furthermore, students are expected to respect another person's justifiable right to privacy, refraining from orally, in print, or electronically invading another person's lawful right to privacy without consent. Students must consider the effects of their expressions on other individuals or groups and adhere to school policies, with verbal assaults, profanity, and obscenity being strictly prohibited. Additionally, students should refrain from public displays of private affection.

Speech

The student is entitled to verbally express their personal opinions. In exercising that right, however, students are responsible for refraining from speech/expression that:

- is vulgar, lewd, indecent or plainly offensive.

- is hateful, derogatory or offensive to others regarding race, religion, national origin, sex, marital status, age, sexual orientation or disability.
- is libelous or slanderous.
- could reasonably be viewed as promoting illegal drug use.
- threatens or expresses an intent to cause harm or injury to another or to school property, or constitutes bullying or harassment.
- has, or would likely have, the effect of materially and substantially interfering with or disrupting the orderly operation of the school.

Speech that falls into one of these categories may subject the student to discipline, regardless of the location of the speech or the mode of communication. Off-campus speech and/or speech that is communicated via social media or electronic devices, such as a computer or cell phone, may fall within the jurisdiction of the school if it creates a substantial disruption to the learning environment.

Publication of Student Works

Student works, such as poems, essays, and artworks, may be published by the school to further school curriculum purposes, crediting authorship to the student (with some combination of name, age, grade, and class) unless the student author or their parent/guardian requests that the work's authorship not be identified.

Non-school Sponsored Publications

All non-school sponsored print or electronic publications that students want to distribute on District property or at District activities must comply with District standards. Students may not distribute materials that are defamatory or libelous; threaten or intimidate any individual or group; are obscene to minors; contain vulgar or offensive language; advocate breaking school rules or District rules, or advocate unlawful acts; or reasonably could be anticipated to result in a substantial disruption of- or a material interference with- school work, school activities, discipline, the educational environment, or the rights of others within the school.

**Students are also advised to see District policy IGDB for further definitions of the policy. Copies may be obtained from the principal.*

Distribution Guidelines

Arrangements to distribute non-school sponsored publications at District activities shall be approved by the principal or their designee. Non-school sponsored publications shall be distributed only by being placed in marked boxes located in central areas within the school, as designated by the principal. The principal or their designee will ensure that the method of distribution does not disrupt the activity or impede the safe flow of traffic at the activity.

Contributions to School Culture and Climate

The District commits to ensuring that the voices of people who have been historically marginalized will be empowered. The District commits to collaboration, communication, and partnership with communities not often included or heard, especially students, families, and staff of color. The District will develop and maintain representative input and feedback loops to incorporate the cultures and

perspectives of all students and parents/guardians into District and school decision-making. ([Policy ACC: Educational Equity and Racial Justice](#))

Students contribute greatly to the culture and climate of the school, and its sense of safety, inclusion, welcoming, and belonging to the learning community. As such, these contributions shall meet the goal of creating learning environments free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin. Students shall work with their administrators to ensure that contributions don't disrupt the learning environment. This includes vetting students' ideas with staff and administrators ahead of presenting the contributions to the school community environment. ([Policy ACB: Every Student Belongs](#))

Examples of contributions might include:

- Promotional materials, e.g., flyers and social media posts
- Student publications, e.g, articles
- Community events, e.g., celebrations, Spirit Weeks, workshops, etc.

Liability

The District does not endorse, vouch for the accuracy of, or accept liability for non-school sponsored publications that students may want to distribute.

The District does not and will not assume any liability for the content of such publication or its distribution. The authors, editors, publishers, distributors, and anyone else associated with a non-school sponsored publication are solely liable for any related claims or litigation and should consult their own attorney for advice.

Assembly

All formal student meetings in a school building or on school property may function only as part of the educational process or as authorized in advance by the principal. Students gathered informally or formally shall not disrupt the educational process or infringe upon the rights of others.

Freedom of Association

Students are free to form and join associations or clubs to promote their common interests, provided these organizations are inclusive and open to all students, regardless of age, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability, geographic location, sex, sexual orientation, or gender identity.

Prohibition of Secret Societies, Gangs, Hate Groups

Secret societies, gangs, hate groups, and similar organizations or groups that advocate hatred, discrimination, or violence on any basis are inconsistent with the fundamental values and educational environment of TTSD and are prohibited by ORS 339.885. Likewise, the activities of such groups and their members are prohibited in District facilities and at school functions. Such prohibited activities include, but are not limited to:

- the congregation of members.
- the solicitation or recruitment of members.

- the possession of group paraphernalia and materials.
- writing or displaying gang graffiti.
- the intimidation of others.
- the advocacy of discrimination.
- any other behavior that the school administration finds disruptive, such as the wearing of gang colors, insignia, weaponed attire, and the use of language, codes, or gestures that provoke violence or seek to advocate the purpose and objectives of such groups.

Disciplinary action may include suspension or expulsion.

Relevant board policies: [ACB](#), [ACC](#), [IGD](#), [JFC](#), [JBC/GBB](#), [AC](#), [IB](#)

9. Guidance on Student Civic Engagement and Protest

TTSD is committed to fostering an environment that respects, empowers, and values student voices. Civic engagement is an essential component of education, and TTSD recognizes the importance of supporting students in expressing their views and participating in democratic processes. This guidance outlines the rights and responsibilities of students regarding civic engagement and protest activities.

General Right to Freedom of Expression

Students have the right to freedom of expression within the school system in alignment with TTSD [policy IB](#). This includes the right to peacefully protest and engage in civic activities.

However, students are expected to exercise their rights responsibly, in a manner that does not disrupt the educational environment or infringe on the rights of others. Students have the right to engage in various forms of civic activities, such as sit-ins, walkouts, peaceful protests, and marches. The role of educators is to provide a supportive environment where students can develop and express their opinions and ideas, contributing to their growth as active and informed citizens.

Student Protest Procedures and Responsibilities

The decision to participate in a civic-engagement activity should involve a discussion between the student and their parent/guardian. Parents/guardians are encouraged to engage with their children about the purpose and impact of their participation in civic activities.

Students planning to organize a protest or civic-engagement activity during school hours, on school grounds, must inform their school principal or designee at least two school days in advance, and a crowd control plan must be presented if a crowd is anticipated (per TTSD policy [IGDA/IGDA-AR](#)). This advance notice allows the school to take necessary steps to ensure student safety. Classroom activities must not be disrupted, and the demonstration must not present a threat to student or staff safety or be a hazard to District property.

No outside (non-staff) resource person/invited guest may be present unless the provisions of board [policy IICB](#) are met. Demonstrations must be organized and led by students. Staff may serve in an advisory capacity to ensure students are complying with rules and regulations.

TTSD's attendance policy for excused and unexcused absences applies to absences resulting from civic engagement. Parents/guardians must pre-arrange the absence for their student or contact the school's attendance line for the absence to be excused. Students with excused absences will be responsible for making up any missed schoolwork. Teachers will provide reasonable opportunities for students to complete assignments and assessments in line with the course syllabus and classroom expectations.

Off-Campus Civic Engagement and Protest

Student safety is a top priority for TTSD. When students leave campus for a protest or civic-engagement activity, the District cannot ensure their safety. If students organize or attend off-campus civic-engagement activities that are not District sponsored or approved, the responsibility for safety falls entirely on the parent/guardian. Additionally, the school's attendance policy regarding excused and unexcused absences will apply.

Informal Gatherings During School Hours

Students may have the right to gather informally during the regular student school day provided they meet the following criteria:

1. Students gathered informally shall not disrupt the orderly operation of the educational process.
2. Students gathered informally shall not infringe upon the rights of others to pursue their activities.

TTSD's attendance policy for excused and unexcused absences applies to absences resulting from informal gatherings during school hours. Parents/guardians must pre-arrange the absence for their student or contact the school's attendance line for the absence to be excused. Students with excused absences will be responsible for making up any missed schoolwork. Teachers will provide reasonable opportunities for students to complete assignments and assessments in line with the course syllabus and classroom expectations.

TTSD values student engagement in civic activities and aims to provide a supportive environment for students to develop and express their opinions and ideas. By following these guidelines, students can effectively and responsibly participate in civic-engagement activities, contributing to their growth as active and informed citizens.

Relevant board policies: [IB](#), [IGDA](#)/[IGDA-AR](#)

10. Student Dress and Grooming

Students have the right to dress and groom according to their choice, aligning with the goals and purposes of the educational environment. They are entitled to a high-quality educational experience, devoid of discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.

Furthermore, students have the right to express themselves in a manner that respects the rights of other individuals or groups. Additionally, they should attend school in an atmosphere free of bias based on various factors including race, ethnicity, socioeconomic status, gender, gender identity, sexual orientation, housing status, familial status, immigration status, disability status, linguistic difference, religion, culture, or any protected class status.

Students have the responsibility to dress and groom in a manner that does not disrupt the teaching/learning process. It is their duty to ensure that articles of clothing do not emphasize or advertise alcohol, drugs, nicotine, vaping, or profanity, and any items associated with gang membership or affiliation are prohibited.

Moreover, students should wear clothing that adequately covers private areas and undergarments, avoiding clothing displaying intimidating, violent, derogatory, discriminatory, or sexually suggestive words or pictures. It is required for students to wear clothing including both a shirt and pants/skirt, or the equivalent (such as a dress, leggings, or shorts), along with footwear.

In the event that a staff member believes a student to be in violation of these expectations, they may be asked to change or modify their attire accordingly.

Relevant board policy: [JFCA](#)

11. Bias and Hate Speech Incidents

TTSD recognizes the diversity of its students, staff members, and community, and sees this diversity as one of the District's greatest strengths. All students are entitled to a high-quality educational experience, free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin. Similarly, all staff are entitled to work in an environment that is free from discrimination or harassment.

TTSD recognizes historical injustices have been imposed upon certain populations, often based on race. TTSD is committed to combating racism in all of its forms and being antiracist. TTSD recognizes that it cannot be silent when instances of racism occur within the school environment or its activities. Additionally, the District recognizes that it cannot be silent when incidents of prejudice against other protected classes and identities occur within the school environment or its activities.

The superintendent is responsible for creating an environment where staff actively and regularly review all aspects of programming and identify methods to ensure all students and staff members participate in a safe environment.

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, gender identity, sexual orientation, disability, or national origin, where criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups, including incidents of hate speech. The District strictly prohibits bias incidents at all times.

Reporting

If a student, staff member, or volunteer feels that they have been subjected to a bias incident or other inappropriate conduct based on race or any other protected class, they are encouraged to report this to a school or District employee. Any staff member who has knowledge of conduct in violation of this policy shall immediately report their concern to a building or District administrator. Any student who has knowledge of conduct in violation of this policy is encouraged to report their concern to a school or District employee. Reports may be made anonymously.

The building administrator or designee will take reports, alert the District office, and conduct a prompt investigation of any reported bias incidents. The District will follow up on any complaint or report by utilizing the appropriate complaint process(es), depending on who was involved in the incident. All reports shall be tracked and filed with the District office.

Reports against a building administrator may be directed to the superintendent. Reports against the superintendent may be directed to the board chair. Upon receipt of a report, the superintendent or board chair will ensure that the appropriate complaint procedure is followed.

The District is committed to ongoing communication throughout the investigation. When the person making the report is known, they shall be notified when the investigation has been completed and, as appropriate and when authorized by law, the findings of the investigation and any remedial action that has been taken. The person may appeal the initial decision in accordance with the applicable complaint procedure. Retaliation against any person who is a victim of, who reports, who is thought to have reported, or who files a complaint about a bias incident in good faith, or otherwise participates in an investigation or inquiry, is also strictly prohibited and will be subject to discipline.

TTSD will strive to end inappropriate behavior by providing supportive measures and educating staff, students, and community members. This includes when conduct does not rise to the level of statutory or policy definitions or it is determined that discipline is not warranted.

The goals of this policy are to acknowledge that bias incidents and hate speech occur within our District, to educate all students and staff about this fact, and to create a plan of action to address it, so we create a school environment that is healthy and safe for all students and staff.

When incidents of bias or hate speech occur, they will be handled by school staff following the EASH framework (Education and Engagement, Accountability, Solutions, and Healing). See the Discipline Framework for more information.

Relevant board policies: [ACB](#), [GBB/JBC](#), [GBB/JBC-AR](#)

12. Gifts to Staff

Students and their parents/guardians are discouraged from giving gifts to District employees, with written letters of gratitude preferred. Staff must maintain integrity and avoid accepting items that could influence their professional judgment. No organization may solicit funds from staff or distribute related materials in schools without approval, and staff are not responsible for fundraising activities unless approved by the superintendent or designee.

Relevant board policy: [GBI](#)

13. Motor Vehicles

Students have the privilege to drive licensed motor vehicles to and from school, subject to availability of parking.

Students have the responsibility to register all vehicles with the school and park in designated areas. Students may not use vehicles during school hours except with parental and administrative authorization. Students are expected to observe all state, local, and school traffic laws.

All vehicles should be driven below 10 miles per hour and in a safe and non-disruptive manner while on or near campus. Reckless driving behavior could result in suspension and/or loss of parking privileges. Illegal parking will automatically result in the vehicle being “booted” and the driver fined. Further parking violations will result in the vehicle being towed.

TTSD is not responsible for any property that is lost, mislaid, stolen, damaged, or destroyed. This includes student, staff, or patron vehicles and the contents of those vehicles.

TTSD provides fee parking areas for student convenience. However, the payment of fees does not indicate in any way that TTSD assumes any responsibility for safekeeping of a student, staff, or patron vehicle or the contents of that vehicle. Parking passes that are purchased are non-transferable under any circumstances, and parking privileges may be revoked if minimum attendance requirements are not met.

Relevant board policies: [EEAE](#), [JHFD](#)

14. School Campus Mobility

Students have the right to be released from campus with parent/guardian and/or administrative permission on file in the school office. Students also have the responsibility to remain on campus at all times unless released, and to know and comply with individual schools' campus regulations.

A closed campus is in effect at all schools. Movement of students during required school hours is confined to school property except when released for specific reasons (such as medical appointments) or educational programs (such as cooperative work experience and field trips).

Specific regulations concerning campus mobility vary from school to school and affect age groups differently. Where these rules apply, students who are required to sign in and out when arriving or departing will do so. All schools have regulations concerning signing in and out.

Relevant board policies: [JEDB](#), [JEF/JEFB](#)

15. Bus Transportation

Students have the right to ride District buses as provided when students:

- live one or more miles from the school (in the case of elementary and middle school students); PreK students also have access to TTSD transportation services, pending capacity;
- live 1.5 or more miles from school (in the case of high school students); and/or
- would have to cross a hazardous area.

Students are entrusted with several responsibilities within the school transportation community. These include adhering to the instructions outlined in District regulations and actively participating in two annual bus-evacuation drills. Moreover, students are expected to abide by the rules governing behavior both on school buses and at bus stops; failure to do so may result in the forfeiture of their right to ride.

Students should understand that the bus driver is responsible for the safety of students.

Consequences for misbehavior may include forfeiting the right to ride and/or in the case of vandalism, payment of appropriate restitution. Parents/guardians who have a concern regarding the bus should address the concern with the school administration rather than with the bus driver.

The District and students must follow the rules according to OAR [581-053-0010](#) and the Discipline Framework.

Relevant board policies: [EEA](#), [EEAE](#), [JFC](#)

16. Technology and Electronic Communication

The use of TTSD technology resources is a privilege, not a right. This privilege is not transferable or extendible by students to people or groups outside the District and terminates when a student is no longer enrolled in TTSD.

This guide is provided to make all users aware of the responsibilities associated with efficient, ethical, and lawful use of technology resources. If a person violates any of the user terms and conditions in this handbook, privileges may be terminated, access to District technology resources may be denied, and the appropriate disciplinary action shall be applied. Violations may result in disciplinary action up to and including suspension/expulsion for students. When applicable, law enforcement agencies may be involved.

Students have the **RIGHT** to:

- Have access to technology that is kept in good working order.
- Use the District's network for educational purposes.
- Have opportunities to work towards meeting TTSD technology standards, based on the [ISTE Standards for Students](#).
- Access District online curriculum and resource sites.

Students have the **RESPONSIBILITY** TO:

- Bring their student device to school fully charged every day.
- Refrain from using the District network to access materials that are obscene or pornographic, or that advocate illegal acts, violence, or discrimination. Exceptions may be made when the purpose is to conduct classroom-sponsored research and the teacher has given approval.
- Practice academic integrity by submitting work honestly and transparently and citing or crediting all sources used to produce their work, as guided by their instructor(s).
- Adhere to instructor guidance and District policies ([IIBG](#)) regarding the use of advanced technologies, including generative artificial intelligence (AI).
- Notify an adult if they receive any email or other communication containing inappropriate or abusive language, or if the subject matter is questionable or produces a security risk.
- Refrain from making attempts to gain unauthorized access, disrupt performance, or hack into any system or server on the District network or outside the District.
- Not share their account name and password with anyone.
- Practice responsible use of email, texting, and social media. Off-campus speech that is communicated electronically may fall within the jurisdiction of the school if it creates a substantial disruption to the learning environment.
- Refrain from distributing personal contact information about themselves or others. This includes full name, address, and telephone number.
- Refrain from turning any computer into a server except as directed by a supervising teacher and after permission for server operation has been granted by both the building and District.
- Maintain proper care of and prevent damage to District equipment.
- Apply all District technology-use policies to the use of personal electronic devices while on school property and accessing school resources.

TTSD-Issued Device Use

Receiving Your TTSD Device

- Both device and associated charger are the responsibility of the student. When students are issued a device to take home (vs. left in a classroom cart), the charger should remain at home, and the device should accompany the student to and from school every school day, fully charged.
- Individual student devices and device chargers must be returned during specified check-in times.
- Students that are transferring between TTSD schools during the school year may retain their TTSD issued device. To do this, students/families should make arrangements with the librarian from the school that originally issued the device.
- Students who leave TTSD for any reason must return their individual school device prior to their last day of attendance. If a student or parent/guardian fails to return the device at the end of the school year or upon termination of enrollment, that student or parent/ guardian will remain liable for the full cost of the device.

Cost for Damaged, Lost, or Stolen Devices

Any incident of breakage, loss, or damage must be reported to school personnel as soon as discovered. Incidents of neglect or irresponsible behavior leading to the damage and/or loss of a device and equipment, including cases and power cords/adapters, is the responsibility of the parent.

All repairs and replacements of devices will be handled by TTSD and their chosen service provider. At no time should a student or parent/guardian attempt repairs on their own, or take the device to a vendor for servicing.

On an annual basis, students will be charged a fine if the student device, case or cover, charging cable, or charging block is damaged or lost. Fines for damages will occur as follows:

- Device Damage/Loss - First occurrence: \$50
- Device Damage/Loss - Second occurrence: \$100
- Third (and any additional) occurrence: Cost of device (~\$400)

Estimates for Repair/Replacement

Item	Associated Cost
Charging Cable	\$20.00
Charging Block	\$20.00
Case or Cover	\$35.00
Device Damage/Loss (1st offense/2nd/3rd)	\$50 / \$100 / ~\$400

Taking Care of Your TTSD Device

- Only use a clean, dry, soft cloth to clean the screen — do not use cleansers of any type.

- Cords, cables, and headphones must be inserted into/removed from the device carefully to prevent damage. Do not force. Do not twist, bend, or damage. Ask for assistance.
- Devices and protective cases must remain free of any writing, drawing, stickers, or labels that are not applied by TTSD.
- Students are responsible for keeping their device secured at all times.
- No water bottles or magnets should be stored next to the device.

Devices Left at Home

- If students leave their device at home, they are responsible for getting coursework completed as if they had their device present. This may require extra homework in order to catch up.

Photos/Video Taken with TTSD-Issued Device

- Students may not take photos or videos of other students, staff, or anyone without their permission.
- The possession, forwarding, or uploading of unauthorized photos or video to any website, network storage area, or person is strictly forbidden.
- Photos and video taken with the device and with permission are for educational purposes only. Refer to TTSD Student Rights and Responsibilities Handbook, Bullying and Harassment, for additional guidance.

Student Accounts

- Each TTSD student is assigned a District account to be used for accessing digital educational resources.
- TTSD accounts are not to be considered private.

Video Surveillance

The Board authorizes the use of video cameras on District property to ensure the health, welfare, and safety of all staff, students, and visitors to District property, and to safeguard District facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent or the District's operations administrator.

Students or staff in violation of TTSD board policies, administrative regulations, building rules, or law shall be subject to appropriate disciplinary action, or when appropriate, referred to law enforcement agencies.

Video recordings may become a part of a student's educational record. The District shall comply with all applicable state and federal laws related to record maintenance and retention. TTSD is not responsible for any property that is lost, mislaid, stolen, damaged, or destroyed.

The policies, procedures, and information within this document apply to all student assigned technology devices issued by the Tigard-Tualatin School District, including any new device considered by the Administration. Teachers may set additional requirements for use within their classroom.

17. Cell Phones and Personal Electronics

Our schools aim to balance the benefits of technology with the need to maintain a focused and respectful learning environment. The following guidelines outline the responsibilities of students and parents/guardians regarding the use of personal electronic devices during the school day.

Responsibilities and Restrictions

It is the student's responsibility to ensure all personal electronics (cell phones, earbuds/headphones, smart watches, gaming devices, etc.) do not disrupt the learning atmosphere. The guidelines below acknowledge the differing levels of maturity and age among students.

Grades Pre-K to 8

Students are expected to power off and keep their personal electronics, including cell phones, stored away from the time they enter the school building until they leave school at the end of the instructional day.

Grades 9-12

- Personal electronics, including cell phones, must be turned off and stored away at the start of each class period, and must stay out of reach for the entirety of the class period. This applies to classrooms and all other school areas, including hallways and bathrooms.
- Students may use their personal electronics and cell phones before and after school, and during passing periods and lunch breaks.

Respecting Privacy and Community Well-being

Filming and sharing videos or photos on social media or with peers can cause harm. Students who engage in this behavior will be expected to work with school staff to repair the harm done. They may also face disciplinary actions and continued education and support.

Parents/guardians should refrain from texting or calling their student's phone during the instructional day. To communicate with a student, parents/guardians should contact the school's main office.

Students may not order food nor other goods from vendors, including UberEats, Doordash or other delivery services. This helps us keep our campus secure and limits interruptions to our office staff. In actual emergencies, cell-phone use should be limited to contacting emergency service providers to avoid disrupting critical communications.

Students should never make false emergency reports, such as false calls to 911 or inaccurate reports to [Safe Oregon](#).

18. Search and Seizure

Safe and Respectful School Environment

Our school aims to create a safe and respectful learning environment for everyone. To help us achieve this, school officials may sometimes need to check a student's belongings or person. This helps ensure the safety and well-being of all students and staff.

Students have the **RIGHT** to be:

- Notified that, based on reasonable suspicion, District officials may search a student's person and property, including property assigned by the District for student use.
- Searched in a manner that is not excessively intrusive in light of the age, sex, maturity of the student, and the nature of the infraction.
- Searched in privacy, to the best extent possible, out of the view of staff, students, and others.

Students have the **RESPONSIBILITY** to:

- Cooperate with school staff.
- Respond truthfully to questions and support the District's efforts to maintain a safe and healthy environment for all students, staff, and community members.
- Not bring upon District property prohibited substances or items that create a potential threat to the well-being or safety of any person. This may include but is not limited to weapons, weapon look-alikes, unlawful drugs, or alcohol.

District officials may:

- Search a student's person and property, when reasonable suspicion exists. Reasonable suspicion arises from specific facts which create a suspicion that there has been a violation of a TTSD policy, a school rule, or the law.
- Search the areas that could contain the item(s) sought. This may include but is not limited to coats, backpacks, electronic devices, or motor vehicles. Student lockers, electronic devices, and electronic files are District property and are subject to random search. There is no stated or implied right to privacy in the case of District property used by students.
- Search with the use of metal detectors and breath analyzers.
- Seize any item that is evidence of a violation of law or District policy or rules, or which the possession or use of is prohibited by law, policy, or rules, or disrupts the educational environment.

Administrators

The principal or staff member may be present during an interview of a student by police. Exceptional circumstances may make this inappropriate. Upon a request from the student, or if the officer insists that the circumstances of the investigation make such a presence inappropriate, a staff member should not be present.

SRO and Law Enforcement Contact with Students

School Resource Officers (SROs) are a regular presence in TTSD schools. In concert with TTSD staff, SROs strive to keep students out of the criminal justice system and foster positive relationships with intentional focus on those historically underserved.

It is the responsibility of law enforcement officers (including SROs acting outside of their school resource duties) who wish to interview, detain, or take a student into custody at school to contact that student's parent/guardian in order to obtain advance authorization for the interview. If doing so creates a health or safety risk to the student or others, the law enforcement officer does not need advance authorization for the interview.

The law enforcement officer will be asked to complete and sign a notification record any time they wish to interview a student. The record shall include the following information:

- Whether or not the student's parent/guardian consents to the student being interviewed.
- Whether or not the student's parent/guardian refuses to consent.
- Whether or not the law enforcement officer interviews the student without parental/guardian notification.
- Whether or not the law enforcement officer determines, in their sole discretion, that contacting the parent/guardian in advance will interfere with legitimate law enforcement business, or create a health or safety risk to the student or others.

Relevant board policies: [JFC](#), [JFG](#), [JG](#), [KN](#), [KN-AR](#)

19. Title IX and Sexual Harassment

TTSD is committed to maintaining a learning environment free from sex-based discrimination, in compliance with Title IX of the Education Amendments of 1972. Title IX prohibits sex-based discrimination in any school or educational program receiving federal funding. TTSD's policy includes several key components to ensure compliance and support for students:

1. **Prohibits discrimination:** TTSD strictly prohibits discrimination based on sex in any of its educational programs or activities. This includes all forms of sex-based harassment, including sexual harassment and sexual violence.
2. **Title IX Coordinator:** The District has designated a Title IX coordinator, Human Resources Director Len Reed, responsible for overseeing compliance with Title IX, including managing complaints, conducting investigations, and ensuring appropriate responses to incidents of sex-based discrimination.
3. **Reporting:** Students, parents, and staff are encouraged to report any incidents of sex-based discrimination or harassment. Reports can be made to the District Title IX coordinator or any school employee, who will then inform the coordinator. The District provides multiple reporting avenues, including online forms, in-person reports, and anonymous reporting through the [Safe Oregon](#) tipline.
4. **Initial steps:** Upon receiving a report of sex-based discrimination, the District administrator will explain the process for a formal complaint or an informal resolution, if applicable. The formal

complaint process includes interviewing parties involved, gathering evidence, and ensuring both complainants and respondents have equal opportunities to present their case. The informal resolution process involves a voluntary, problem-solving, structured interaction between both parties. Both sides must voluntarily agree to engage and arrive at a consensus for solutions.

5. **Supportive measures:** TTSD offers supportive measures to individuals involved in Title IX complaints. These may include counseling, academic accommodations, and other measures to ensure the safety and well-being of students. These measures are provided regardless of whether a formal complaint is filed.
6. **Confidentiality:** The District strives to protect the confidentiality of individuals involved in Title IX investigations to the extent possible while balancing the need to conduct a thorough investigation.
7. **Remedial actions:** If the investigation finds that sex-based discrimination or harassment occurred, the District will take immediate and appropriate action to stop the behavior, prevent its recurrence, and address its effects.
8. **Training and education:** TTSD provides ongoing training and education for staff and students on preventing and responding to sex-based discrimination and harassment. This includes training on recognizing and reporting sex-based harassment.
9. **Retaliation prohibited:** The District prohibits retaliation against anyone who reports sex-based discrimination, participates in an investigation, or opposes discriminatory practices.

These policies ensure that TTSD provides a safe, equitable, and inclusive environment for all students. For more detailed information, visit ttsdschools.org or contact the District's Title IX coordinator, Len Reed, at lreed@ttsd.k12.or.us.

Sexual Harassment

All students, staff members, and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students, and third parties are subject to this policy, and Oregon and Title IX laws. Any person may report sexual harassment.

Sexual harassment includes unwelcome sexual advances, requests for sexual favors, and other verbal or physical conduct of a sexual nature that interferes with an individual's educational experience or creates a hostile environment. Recognizing these behaviors and knowing they are protected from retaliation is crucial for students.

To report sexual harassment, students should contact their school's Title IX coordinator or another designated official or any trusted staff member. Reports can also be made to the Director of Human Resources, who serves as the District's Title IX Coordinator. Reports can be made in person, or by mail, phone, or email.

The District will review the complaint to determine which laws apply and may use multiple complaint procedures if the conduct meets definitions under both Oregon Revised Statutes and federal Title IX laws. TTSD is responsible for taking immediate action to investigate the complaint and ensure compliance with applicable laws.

After reporting the District must take steps to protect the complainant and provide a non-hostile environment, including supportive measures such as counseling or legal assistance. The District will notify all parties involved about the investigation and its outcomes, ensuring transparency and adherence to confidentiality laws. Additionally, the District prohibits retaliation against anyone reporting or participating in the investigation of sexual harassment, reinforcing a safe reporting environment.

Relevant board policies: [GBN/JBA](#), [GBN/JBA-AR](#)

20. Bullying and Harassment Policy

TTSD is committed to creating a safe and positive environment for everyone. Hazing, harassment, intimidation, bullying, menacing, cyberbullying, and teen-dating violence are strictly prohibited in our schools. Additionally, any act of retaliation against someone who reports or is involved in an investigation of the above behaviors is also prohibited. Students who violate this policy may face disciplinary actions, including expulsion. Violations by staff may result in discipline up to and including dismissal, while non-students or staff who violate this policy will face appropriate sanctions. Violations may be referred to law enforcement.

Building administrators are responsible for handling reports and investigations promptly. All employees must report any incidents of hazing, harassment, bullying, etc., immediately, and failure to report can result in disciplinary action. Students and volunteers can report incidents anonymously, but action may not be based solely on an anonymous report. Students, staff, families, or community members may use [Safe Oregon](#) to make an anonymous report.

All reports of bullying and harassment will be investigated. Parents/guardians will be notified if their child is involved in an incident as a victim or originator. The person who reported the incident and parents/guardians (as appropriate) will be informed of the investigation results.

To help prevent these issues, students will learn how to prevent, recognize, and respond to these behaviors, and staff will also receive training on how to handle these issues. This policy applies everywhere on school grounds, during school activities, and at events outside of school when students and staff are representing the school.

Relevant board policies: [JFCF](#), [JFCP](#)

21. Public Complaints

The District is committed to effectively addressing complaints voiced by employees, students, or parents/guardians of a student who attends school in the District or persons who reside in the District and will use recognized channels of communication.

Complaints should follow a specific chain of command: employee, administrator/supervisor, superintendent, and then the board. The complaint procedure is available at the District's administrative office and on the TTSD [website](#). Specific complaints, such as those involving discrimination, harassment, or bullying, should follow the procedures outlined in corresponding board policies and administrative regulations.

Complaints against school personnel, excluding the superintendent, will be investigated by the administration before Board consideration. The Board will hear complaints against employees in a public session only if the employee requests it. Complaints of retaliation against students for reporting violations should be reported to the superintendent. Complaints against principals should be filed with the superintendent, those against the superintendent should go to the Board chair, and complaints against the Board chair should be directed to the Board vice chair.

The District may offer mediation or alternative dispute resolution if all parties agree. Complaints must be filed within two years of the incident or within one year after the affected student leaves the District.

Relevant board policies: [KL](#), [KL-AR](#)

22. Health Services

TTSD offers a comprehensive health services program to ensure students' health and safety. This program includes regular health screenings for vision and hearing, mental health counseling, first aid for minor injuries, communicable disease control, and assistance with medications. Specialized services are available for students with specific health conditions such as diabetes, food allergies, or seizures. Health services are integrated with health education programs and coordinated with other public health agencies. Parents/guardians will be notified in advance of any non-emergency, invasive physical examinations or screenings required for school attendance, with annual notifications provided at the start of the school year.

Additionally, the school-based health centers, located at Tigard High School and Tualatin High School, offer primary care and mental health services, including well-child checks, sports physicals, immunizations, and mental health counseling.

Exclusions from School

It is important for parents/guardians to promptly inform the District nurse about any new or changing health problems that could affect their child's learning or safety at school.

In accordance with guidelines from the Oregon Health Authority, students showing symptoms of illness or injury such as fever, vomiting, diarrhea, severe cough, or contagious conditions will need to be excluded from school to prevent the spread of illness and to ensure they can rest and recover properly. Typically, students can return to school once they are symptom-free for 24-48 hours without medication or have been cleared by a healthcare provider. For specific information please contact your child's school.

Students with a communicable disease must stay home. Restrictable diseases are defined by law and include but are not limited to: chickenpox, diphtheria, hepatitis A, hepatitis E, measles, mumps, pertussis, rubella, Salmonella enterica serotype Typhi infection, scabies, Shiga-toxigenic Escherichia coli (STEC) infection, shigellosis, and infectious tuberculosis, and may include a communicable stage of hepatitis B infection. If a school administrator or District nurse suspects a student has a communicable disease, the student will be sent home. Susceptible students who may have been exposed to certain diseases like measles or hepatitis may be excluded from school unless deemed unnecessary by the local health officer. Students may return upon presenting a certificate from a healthcare provider stating they are not contagious. The District may provide alternative education for affected students and has an emergency preparedness plan for public health emergencies. More stringent exclusion standards may be set by the local health department.

Medications

Parents/guardians must ensure that the medication is not expired and is transported to and from school by a parent/guardian. Medication must be FDA-approved, or if not, must have a signed prescription from an Oregon-licensed healthcare professional. Medication authorization forms must be completed and signed before any medication can be administered at school. All changes in medication administration instructions must be in writing. Students are allowed to self-administer prescription medications and carry emergency medications if permission is obtained and the necessary form is completed and on file in the school office. Medications must be in their original prescription container with the pharmacy label attached. For more information, contact your school.

Immunizations

TTSD works with local county public health departments to ensure children are up to date on their vaccines according to Oregon law. Required immunizations include vaccines against tetanus, whooping cough, polio, chickenpox, measles, mumps, rubella, hepatitis B, hepatitis A, and Hib (for children under five). Proof of immunization must be presented prior to enrollment in school or within 30 days of transferring to the District. Students not in compliance with these immunization requirements will be excluded from school beginning February 19, 2025, and may not return to school until their immunizations have been completed.

For more details or specific forms, visit ttedschools.org or contact your child's school office.

Relevant board policies: [JHC](#)

23. Nutrition Services

As part of our commitment to supporting the health and well-being of our students, we are pleased to invite all students attending an in-person school building to dine with us at TTSD (for free!).

School Meals Program

Our District participates in the National School Lunch Program (NSLP) and the School Breakfast Program (SBP). Both breakfast and lunch menus are designed to meet federal nutrition standards,

including appropriate portion sizes and a balanced selection of local and fresh fruits and vegetables, 100% whole grain rich items, lean proteins, and low-fat dairy.

Free Breakfast and Lunch

TTSD is newly eligible and will be participating in the Community Eligibility Provision, CEP, which allows every student attending an in-person school building at TTSD to receive 1 free complete breakfast and 1 free complete lunch.

Each and every TTSD student attending an in-person school building is eligible to receive a complete nutritious breakfast and lunch at no charge every day school is in session. Families do not need to complete an application for meal benefits. Find more information on the TTSD [Nutrition Services webpage](#).

- A complete breakfast includes three items consisting of whole-grain-rich entree, fruit, and cold milk. Students must take a ½ cup fruit for the meal to qualify as a complete, compliant breakfast.
- A complete lunch includes three components consisting of whole-grain-rich and lean protein entree, fresh and local fruits and vegetables, and cold milk. Students must take ½ cup fruit or vegetable for the meal to qualify as a complete, compliant lunch.

A second meal (or any portion of a second meal) or a la carte items will be an additional cost, which will be added to the student's meal account. Unpaid meal balances are the responsibility of the parent/guardian.

Elementary school second breakfast	\$ 2.50
Middle/high school second breakfast	\$ 2.75
Adult breakfast	\$ 4.00
Elementary school lunch	\$ 4.00
Middle/high school lunch	\$ 4.25
Adult lunch	\$ 6.00
Milk a la carte	\$ 1.00

Payments

Payments are accepted daily at all schools. You may pay with cash or a check for any amount and it will be placed in your student's account. If you send cash with your student, please place it in a sealed envelope with your student's ID number, teacher, and grade. If you are sending a check, please write your student's full name in the memo box.

Online payments are preferred and available through linqconnect.com. Please register for an account and add your student.

Wellness Policy

TTSD has a comprehensive wellness policy that promotes the health and well-being of students through nutrition education, physical activity, and other school-based activities. We encourage parents/guardians to be involved in the development and implementation of this policy. For more information or to participate, please contact TTSD Operations Administrator Jarvis Gomes at jgomes@ttsd.k12.or.us.

Healthy Snacks and Celebrations

We encourage parents/guardians to support our nutrition goals by providing healthy snacks for their children during school celebrations. Fresh fruits, vegetables, whole-grain snacks, and water are excellent choices that contribute to our students' overall health and academic success. For more guidance and information about healthy snack options in our classrooms, visit our [TTSD Nutrition Services website](#).

Allergies and Medical Dietary Needs

Our kitchens are not allergen free, which means all items on our regular menu are processed in the same facility that does process other allergens. This means there could be trace amounts where bread (not gluten-free) is on the table where corn tortillas (gluten-free) are prepped.

We understand that some students may have dietary needs due to medical conditions or allergies. If your child requires an alternate meal, please provide a written statement from a licensed physician outlining the dietary restrictions and required substitutions to your school nurse. Our nurse and nutrition services team will work closely with you to offer a safe meal for your student, if you choose. Please allow 2-4 weeks to process your request. Alternatively, you are always welcome to bring meals from home.

This institution is an equal opportunity provider.

24. Discipline Framework










Maintaining a safe, productive environment inside our schools and classrooms is a priority in TTSD so that our students will learn, grow in character and maturity, and graduate ready for success. When discipline strategies and procedures are needed to maintain these learning environments and correct student behavior, TTSD administrators rely on the guidelines set forth in the **Discipline Framework** to ensure responses to student behaviors are applied consistently and fairly across our schools.

The guidelines include a continuum of responses that allow the building administrator or staff member to take into consideration both aggravating and mitigating circumstances. Such circumstances may include the originator's age and cognitive development, the context of the event, the severity of the aggression, the impact of the event on the community, and/or the frequency with which the originator has previously violated District policy or state or federal law.

Each of the undesired behaviors listed below is coded with a corresponding “level of response” numbered one through five. The five response levels offer a variety of strategies and responses that could be used to address the behavior. Those strategies are organized around the acronym EASH.

- **“E” stands for Education and Engagement.** Students who cause harm, fear, or disruption (referred to as “originators”) engage in new learning through a process of personal growth and reflection. This is facilitated through dialogue with trusted staff members with the intention of analyzing the impact of actions on others.
- **“A” stands for Accountability.** Originators grow to acknowledge the impact of their words and actions on others, specifically addressing the following questions: What happened? What were you thinking at the time? What have you thought about since? Who has been affected by what you have done? In what way? What needs to happen to make things right? Time is specifically set aside to provide space to process, reflect, and demonstrate new learning.
- **“S” stands for Solutions.** Often, action plans need to be put in place to support victims and prevent future harmful situations. In this step of the disciplinary process, plans are made that allow the originator to repair the harm caused to the community and to ensure victims get what they need to feel safe, valued, connected, and seen. Additional behavior supports or interventions may also be implemented.
- **“H” stands for Healing.** This step brings affected members of the community together, as they are willing and able, to acknowledge the harm caused and to make plans for moving forward together. These actions can occur through informal conversations, facilitated small-group mediation, or through classroom circles where all classmates come together to discuss the impact of the event.















Academic Dishonesty

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5			 
6-12	 	 	

Definitions, Rights and Responsibilities, and Related Board Policies

- Academic dishonesty is defined as submitting evidence of learning that is taken from others and representing it as your own.
- Students have the right to a free and appropriate public education full of opportunities to learn and demonstrate their learning and growth.
- Students have the responsibility to make sure that assignments represent their own learning and growth and not the learning and growth of other students or technological programs.
- Students have the responsibility to refrain from print or electronic plagiarism, copyright infringement, or any other kind of cheating.
- Credit may not be awarded in cases of academic dishonesty and students may be asked to submit authentic evidence of learning.
- Relevant board policies: IK, JFC










Assault

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	 	  	 
6-12	 	  	 

Definitions, Rights and Responsibilities, and Related Board Policies

- Assault is defined as intentionally, knowingly, or recklessly causing physical injury to another.
- Students have the right to attend school in an environment where acts of aggression and violence of any kind do not occur.
- Relevant board policies: JFC, JFCM, JF/JFA, JGDA, JFCP








Bullying, Harassment, Intimidation

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5		 	
6-12		 	 

Definitions, Rights and Responsibilities, and Related Board Policies

- Harassment, intimidation, or bullying means any act that substantially interferes with a student's educational benefits, opportunities, or performance by harming property, knowingly placing a student in fear of harm, or creating a hostile learning environment.
- Students have the right to a safe, positive, and productive learning environment.
- Students have the right to attend school without fear of physical harm or fear of damage to personal property.
- Relevant board policies: JFCF, JFCF-AR

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				

Bus Violations

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2	2	2
6-12	2	2	2

Definitions, Rights and Responsibilities, and Related Board Policies

- School buses are considered extensions of the school environment and, therefore, the same behavioral expectations that apply at school apply on the bus.
- Students have the right to bus transportation if they live more than 1 mile from their neighborhood school.
- Students have the responsibility to respect the authority of the bus driver while maintaining safe, kind, and responsible bus behavior. A clear list of students responsibilities are in Oregon Administrative Rule 581-053-0010, titled: Rules Governing Pupils Riding School Buses and School Activity Vehicles.
- Relevant board policies: [EEACC](#), [EEA](#), [EEACC-AR](#)

Campus Mobility Violations

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2	2	2
6-12	2	2	2

Definitions, Rights and Responsibilities, and Related Board Policies

- Campus mobility violations include situations in which a student leaves campus during the school day without authorized permission.
- Students have the right to be released from campus with parent and/or administrative permission.
- Students have the responsibility to remain on school grounds during school hours except when released with permission or for school-sponsored programs. Specific regulations considering campus mobility will be determined by school administration as age-appropriate.
- Relevant board policies: [JEDB](#)



Cyberbullying

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2	2 3	3
6-12	2	2 3	3 4

Definitions, Rights and Responsibilities, and Related Board Policies

- “Cyberbullying” is the use of any electronic communication device to harass, intimidate, bully, or otherwise intend to harm another individual. Cyberbullying also includes using electronic communication to substantially disrupt the educational environment.
- Students have the right to a safe, positive, and productive learning environment.
- Students have the right to attend school without fear of physical harm or fear of damage to personal property.
- Relevant board policies: [JFCF](#)

Disciplinary Response Quick Guide

1 Level 1: Classroom Intervention	2 Level 2: Classroom Intervention	3 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	4 Level 4: Out-of-School Suspension (OSS)	5 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				

★ Dating Violence

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
6-12	2	2 3	3 4

Definitions, Rights and Responsibilities, and Related Board Policies

- Dating violence is defined as a pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, or behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship.
- Students have the right to a safe, positive, and productive learning environment.
- Students have the responsibility to report unsafe situations to school administrators or other staff.
- Relevant board policies: JBN/GBA, JBN/GBA-AR, JFCF

Defiance of Authority

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	1 2	1 2	2 3
6-12	1 2	1 2 3	2 3 4

Definitions, Rights and Responsibilities, and Related Board Policies

- Defiance of authority is described as the unwillingness to comply with fair, consistent, and appropriate requests made by school staff.
- Students have the right to a productive learning environment, structured by district rules and prescribed course of study.
- Students have the responsibility to display orderly behavior at school and while on the way to or from school, respecting the authority of district staff.
- Relevant board policies: JFC

Disruptions to School Environment

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	1 2	1 2	2 3
6-12	1 2	1 2 3	2 3 4

Definitions, Rights and Responsibilities, and Related Board Policies

- Disruptions to the school environment are behaviors, either verbal or nonverbal, that interfere with the ability of teachers to teach and students to learn.
- Students have the right to express themselves fairly, responsibly, and in a way that supports the educational process.
- Students have the right to attend school free of major disruptions to the educational environment.
- Students have the responsibility to contribute to a productive learning environment.
- Relevant board policies: IB, JFC, JG

Disciplinary Response Quick Guide

1 Level 1: Classroom Intervention	2 Level 2: Classroom Intervention	3 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	4 Level 4: Out-of-School Suspension (OSS)	5 Level 5: Long-term Suspension or Expulsion
SV For more details see Substance Violation Responses 1-2				
★ Law enforcement consultation required				

Encouraging Physical Aggression or Violence

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	1 2	1 2	2 3
6-12	2	2 3	3

Definitions, Rights and Responsibilities, and Related Board Policies

- Encouraging violence is defined as encouraging a peer to engage in a violent act either orally, through writing, or via social media posts.
- Students have the right to attend school in an environment where fighting and/or physical violence do not occur.
- Students have the right to attend school without fear of physical harm.
- Relevant board policies: JFC, JFCF, JFCM, JFCP

Fighting

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2	2 3	3 4
6-12	2 3	3 4	4

Definitions, Rights and Responsibilities, and Related Board Policies

- Fighting is defined as mutually engaging in physical violence with others with the intent to injure or cause harm.
- Students have the right to attend school in an environment where fighting, acts of aggression, and acts of violence do not occur.
- Relevant board policies: JFC, JFCF, JFCM, JFCP

Firesetting and Fireplay

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	1 2	1 2	2 3
6-12	2	3 4	3 4 5











Definitions, Rights and Responsibilities, and Related Board Policies

- Firesetting and/or fireplay are defined as unauthorized use or the threat to use fire tools or ignition sources (a form of heat used to start fire).
- Students have the right to attend school without the actions of others impacting their personal safety.
- Students have the responsibility not to possess fire tools (matches, lighters, fireworks, or other items that create a flame or spark).
- Relevant board policies: JFC, JG

Disciplinary Response Quick Guide

1 Level 1: Classroom Intervention	2 Level 2: Classroom Intervention	3 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	4 Level 4: Out-of-School Suspension (OSS)	5 Level 5: Long-term Suspension or Expulsion
SV For more details see Substance Violation Responses 1-2				
★ Law enforcement consultation required				










Gangs and Secret Societies

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5		 	 
6-12		 	 

Definitions, Rights and Responsibilities, and Related Board Policies

- Secret societies, gangs, hate groups and similar organizations or groups that advocate hatred, discrimination, or violence are prohibited by ORS 339.885. Likewise, the activities of such groups and their members are prohibited, including, but not limited to: the congregation of members, the solicitation or recruitment of members, the possession of group paraphernalia and materials, writing or displaying gang graffiti, the intimidation of others, the advocacy of discrimination, and any other behavior which the school administration finds disruptive such as the wearing of gang colors, insignia, weaponed attire, and the use of language, codes, or gestures that provoke violence or seek to advocate the purpose and objectives of such groups.
- Students have the right to a safe, welcoming school environment.
- Students have the responsibility to build social connections with peers that encourage kindness and belonging.
- Relevant board policies: GBB/JBC, GBB/JBC-AR, ACB, ACB-AR, AC, AC-AR, IB








Hate Speech/Bias Incident

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5		 	
6-12		 	 









Definitions, Rights and Responsibilities, and Related Board Policies

- Bias incident means a person's hostile expression of animus toward another person, relating to the other person's perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.
- Students have the right to an educational experience free from discrimination or harassment based on perceived race, color, religion, gender identity, sexual orientation, disability, or national origin.
- Students have the right to attend school without fear of physical harm.
- Relevant board policies: JBC/GBB, JCB/GBB-AR, ACB, ACB-AR(1)

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				














Hazing

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5		 	
6-12		 	

Definitions, Rights and Responsibilities, and Related Board Policies

- “Hazing” includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity.
- Students have the right to a safe, positive and productive learning environment.
- Students have the right to attend school without fear of physical harm or fear of damage to personal property.
- Relevant board policies: [JFCF](#), [JFCF-AR](#)







Inappropriate Language

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	 	 	 
6-12	 	  	 

Definitions, Rights and Responsibilities, and Related Board Policies

- Inappropriate language is defined as that which is vulgar, lewd, indecent, or offensive in addition to that which is hateful to others in regards to race, religion, national origin, sex, marital status, age, sexual orientation, or disability.
- Students have the right to express their opinions in an appropriate and respectful manner and to attend school in an atmosphere free of verbal assaults, privacy invasion, assaults, profanities, obscenities (as outlined in Oregon Revised Statutes), ridicule, or threats of physical harm.
- Students have the responsibility to refrain from using ‘and to report’ speech that is vulgar, lewd, offensive, or hateful.
- Relevant board policies: [JBC/GBB](#), [JBC/GBB-AR](#), [IB](#), [JFCF](#), [JBN/GBA](#), [JBN/GBA-AR](#), [ABC/AR](#)








Motor Vehicle Use Violation

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5			
6-12			















Definitions, Rights and Responsibilities, and Related Board Policies

- Students have the right to drive licensed motor vehicles to and from school, subject to availability of parking.
- Students who drive vehicles on school campuses have the responsibility to follow all traffic laws as well as to abide by parking regulations as developed by school administration, registering vehicles appropriately.
- Violations of traffic laws and/or parking regulations on TTSD’s campuses may result in loss of driving and parking privileges on district property as well as possible referrals to local law enforcement.
- Relevant board policies: [JHFD](#)

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				






Physical Aggression

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	 	  	 
6-12	 	  	 

Definitions, Rights and Responsibilities, and Related Board Policies

- Physical aggression is defined as making contact with another with the intent to cause minor harm.
- Students have the right to attend school in an environment where acts of physical aggression of any kind do not occur.
- Relevant board policies: [JFC](#), [JFCM](#), [JF/JFA](#), [JGDA](#), [JFCP](#)






Physical Altercation

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
6-12		 	 

Definitions, Rights and Responsibilities, and Related Board Policies

- A physical altercation is defined as making contact with another and causing harm without intent to cause harm.
- Students have the right to attend school without fear of physical harm.
- Relevant board policies: [JFC](#), [JFCF](#), [JFCM](#)








Recording/Posting Acts of Violence

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
6-12		 	 

Definitions, Rights and Responsibilities, and Related Board Policies

- Recording an act of violence is defined as using an electronic device to capture an act of violence in school or on school grounds. Posting is defined as posting to social media or sharing via text message or messaging app the said act of violence.
- Using an electronic device to record a physical altercation, act of physical aggression, fight, or assault in school or on school grounds in order to document an infraction may be acceptable only if the recording is not later posted on social media. Posting such a recording to social media, or sharing via text message or messaging app, is considered an act requiring disciplinary action when such a posting is anticipated to result or does result in a substantial disruption to the educational environment.
- Students have the right to attend school without fear of harm.
- Students have the responsibility to respect other students' rights to privacy.
- Relevant board policies: [JF](#), [JFC](#), [JFCF](#), [JFCM](#), [JFCP](#)

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				

Retaliation

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2	2 3	3
6-12	2	2 3	3 4

Definitions, Rights and Responsibilities, and Related Board Policies

- Retaliation involves harassment or intimidation towards a person reporting an unsafe situation or participating in an investigation of an unsafe situation.
- Students have the right to a safe, positive, and productive learning environment.
- Students have the responsibility to report unsafe situations to school administrators or other staff.
- Relevant board policies: [JFCF](#)

Sexual Harassment or Sharing of Intimate Materials

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2 3 4	3 4	3 4
6-12	2 3 4	3 4 5	4 5

Definitions, Rights and Responsibilities, and Related Board Policies

- Sexual harassment is defined as the demand of sexual favors for benefits; unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal; sexual contact without consent; physical contact or graffiti of a sexual nature; displaying or distributing sexually explicit drawings or images; obscene jokes; touching oneself or talking about sexual behaviors in front of others; or spreading rumors about or rating others in regards to appearance, sexual activity, or performance.
- Students have the right to an environment free of sexual harassment.
- Students have the responsibility to express affection for friends and staff in an appropriate manner.
- Relevant board policies: [JBA/GBN](#)

Skipping

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	1	1	1 2
6-12	2	2	2

Definitions, Rights and Responsibilities, and Related Board Policies

- Skipping is defined as intentionally missing class time without permission, likely during a school day in which other classes have been attended.
- Students have the right to be released from campus with written parent and/or administrative permission on file.
- Students have the responsibility to remain on campus and attend assigned classes as scheduled.
- Relevant board policies: [JEA](#), [JED](#), [JEDB](#), [IKAD](#)

Disciplinary Response Quick Guide

1 Level 1: Classroom Intervention	2 Level 2: Classroom Intervention	3 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	4 Level 4: Out-of-School Suspension (OSS)	5 Level 5: Long-term Suspension or Expulsion
SV For more details see Substance Violation Responses 1-2				
★ Law enforcement consultation required				

Student Dress and Grooming

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	1	1	1
6-12	1 2	1 2	1 2

Definitions, Rights and Responsibilities, and Related Board Policies

- Students and parents/caregivers have the right to determine what clothing is appropriate for school.
- Students have the responsibility to wear clothing that covers private areas and undergarments so as to prevent disruption to learning.
- Clothing may not emphasize or advertise alcohol, drugs, nicotine, vaping, or profanity.
- Clothing may not display intimidating, violent, derogatory, discriminatory, or sexually suggestive words or pictures.
- Students must wear clothing including both a shirt with pants or skirt, or the equivalent (ex: dress, leggings, shorts) and footwear.
- If a staff member believes a student to be in violation of these expectations, they may be asked to change or modify their attire.

★ Substance Violation: Distribution

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-12	SV For more details see Substance Violation Responses 1-2		


Definitions, Rights and Responsibilities, and Related Board Policies

- Distribution is defined as delivering nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, or other illegal drugs or look-alikes in exchange for money, goods or services.
- Students have the right to attend school free of nicotine, alcohol and illegal drugs.
- Students have the right to be able to take medically necessary prescriptions at school according to the District's medication policy.
- Students have the responsibility to keep nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, and/or other illegal drugs, including look-alikes, off of TTSD property.
- Relevant board policies: [JFCG](#), [JFCH](#), [JFCI](#)

Disciplinary Response Quick Guide

1 Level 1: Classroom Intervention	2 Level 2: Classroom Intervention	3 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	4 Level 4: Out-of-School Suspension (OSS)	5 Level 5: Long-term Suspension or Expulsion
SV For more details see Substance Violation Responses 1-2				
★ Law enforcement consultation required				


Substance Violation: Possession

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-12	 For more details see Substance Violation Responses 1-2		

Definitions, Rights and Responsibilities, and Related Board Policies

- Possession is defined as having nicotine, alcohol, marijuana, substance paraphernalia, prescription medication, over-the-counter medication, or other illegal drugs or look-alikes on your person or under your control (e.g., locker, car, purse, etc.) without being under the influence of said items.
- Students have the right to attend school free of nicotine, alcohol, and illegal drugs.
- Students have the right to be able to take medically necessary prescriptions at school according to the District's medication policy.
- Students have the responsibility to keep nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, and/or other illegal drugs, including look-alikes, off of TTSD property.
- Relevant board policies: [JFCG](#), [JFCH](#), [JFCI](#)








Substance Violation: Shared Use

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-12	 For more details see Substance Violation Responses 1-2		


Definitions, Rights and Responsibilities, and Related Board Policies

- Shared use is defined as providing nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, or other illegal drugs or look-alikes to peers intended for use together in a shared space.
- Students have the right to attend school free of nicotine, alcohol, and illegal drugs.
- Students have the right to be able to take medically necessary prescriptions at school according to the District's medication policy.
- Students have the responsibility to keep nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, and/or other illegal drugs, including look-alikes, off of TTSD property.
- Relevant board policies: [JFCG](#), [JFCH](#), [JFCI](#)

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				









Substance Violation: Use/Under the Influence

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-12	 For more details see Substance Violation Responses 1-2		

Definitions, Rights and Responsibilities, and Related Board Policies

- Use/Under the Influence is defined as students being present on school grounds while under the influence of nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, or other illegal drugs or look-alikes, regardless of where the use took place.
- Students have the right to attend school free of nicotine, alcohol and illegal drugs.
- Students have the right to be able to take medically necessary prescriptions at school according to the District's medication policy.
- Students have the responsibility to keep nicotine, alcohol, marijuana, prescription medication, over-the-counter medication, and/or other illegal drugs, including look-alikes, off of TTSD property.
- Relevant board policies: JFCG, JFCH, JFCI








Tardiness

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5			 
6-12			 















Definitions, Rights and Responsibilities, and Related Board Policies

- Tardiness is defined as showing up to class after a class has begun according to the school's established bell schedule.
- Students have the responsibility to be on time, observing policies governing absences, late arrivals, or early dismissals.
- Relevant board policies: JEA, JED, JEDB

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				








Technology Violations

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	 	 	 
6-12	 	  	  

Definitions, Rights and Responsibilities, and Related Board Policies

- Technology violations are those that utilize technology in a way that disrupts or interferes with the educational process. It is the student's responsibility to ensure all personal electronics (e.g., cell phones, earbuds/headphones, smart watches, gaming devices, etc.) do not disrupt the learning atmosphere. The bullets below outline our expectations regarding personal electronics and acknowledge the differing levels of maturity and age among students:
 - Grades K-8: Students are expected to power off and keep their personal electronics, including cell phones, stored away from the time they enter the school building until they leave school at the end of the instructional day.
 - Grades 9-12: Personal electronics, including cell phones, must be turned off and stored away at the start of each class period, and must stay out of reach for the entirety of the class period. This applies to classrooms and all other school areas, including hallways and bathrooms. High school students may use their personal electronics and cell phones before and after school, during passing periods, and lunch breaks.
- Filming and sharing videos or photos on social media or with peers can cause harm. Students that engage in this behavior will be expected to work with school staff to heal and repair the harm done. They may also face disciplinary actions and continued education and support.
- Students have the right to access school-distributed technology devices for educational purposes using the district network.
- Students have the responsibility to use district technology for educational purposes only.
- Students should never make false emergency reports, such as false 911 calls.
- Relevant board policies: [IIBGA-AR](#)








Theft

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5			 
6-12			

Definitions, Rights and Responsibilities, and Related Board Policies

- Students have the right to attend school without fear of physical harm or fear of damage to personal property.
- Students have the responsibility to respect the property of others, including property belonging to students, staff, the school District, and the community.
- Students should respect copyright laws, both printed and electronic.
- Students have the responsibility to take precautions for the protection of their personal property, and to inform authorities of known thefts.
- TTSD is not responsible for any property that is lost, mislaid, stolen, damaged, or destroyed.
- Relevant board policies: [JFC](#), [JG](#)

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				

★ Threats of Violence

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2	2 3	3 4
6-12	3	3 4	4 5

Definitions, Rights and Responsibilities, and Related Board Policies

- Threats of violence are statements, drawings, or actions that share the intention of causing harm or damage to self, others, or TTSD property.
- Students have the right to attend school in an environment without threats of violence.
- Students have the responsibility to report potentially harmful or threatening situations to school or district staff.
- Relevant board policies: JFC, JFCF, JFCM



★ Weapons: Dangerous or Deadly Weapons

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5	2 3 4	3 4 5	3 4 5
6-12	2 3 4	3 4 5	4 5



Definitions, Rights and Responsibilities, and Related Board Policies

- Weapons include “dangerous weapons,” defined as any 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 death or serious physical injury.
- Weapons include “deadly weapons,” defined as any instrument, article, or substance specifically designed for and presently capable of causing death or serious physical injury.
- Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, noxious or irritating gasses, poisons, unlawful drugs, or other items fashioned with the intent to use, sell, harm, threaten, or harass students, staff members, parents, and/or community members.
- Students have the responsibility to not bring, possess, conceal, or use dangerous or deadly weapons on or at any property.
- No person shall possess, use, or distribute any object, device, or instrument having the appearance of a weapon (AKA “look-alike”) and such objects, devices, or instruments shall be treated as weapons including, but not limited to, weapons listed above that are broken or nonfunctional, look-alike firearms, toy guns, and any object that is a facsimile of a real weapon.
- Relevant board policies: JFCJ, JFC

Disciplinary Response Quick Guide

1 Level 1: Classroom Intervention	2 Level 2: Classroom Intervention	3 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	4 Level 4: Out-of-School Suspension (OSS)	5 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				







Weapons: Firearms

Student Grade Level	Initial Incident
K-5	
6-12	

Definitions, Rights and Responsibilities, and Related Board Policies

- Students have the responsibility to not bring, possess, conceal or use a firearm on or at any district property.
- Students have the responsibility to report anyone that they have reasonable cause or belief to be in possession of a firearm or destructive device immediately.
- No person shall possess, use or distribute any object, device or instrument having the appearance of a weapon (AKA "look-alike") and such objects, devices or instruments shall be treated as weapons including, but not limited to, weapons listed above which are broken or nonfunctional, look-alike firearms; toy guns; and any object that is a facsimile of a real weapon.
- Relevant board policies: JFCJ, JFC








Vandalism

Student Grade Level	Minor/Initial	Moderate/Repeated	Severe/Persistent
K-5		 	
6-12		 	

Definitions, Rights and Responsibilities, and Related Board Policies

- Vandalism is defined as intentionally damaging others' property, either public or personal.
- Students have the right to attend school without fear of physical harm or fear of damage to personal property.
- Students have the right to attend a school that is clean, safe, well maintained, and in a state of good repair.
- Students have the responsibility to assist in the maintenance of the school and refrain from littering.
- Relevant board policies: JFC, JG, IIBGA, EEACC

Disciplinary Response Quick Guide

 Level 1: Classroom Intervention	 Level 2: Classroom Intervention	 Level 3: Loss of Instructional Time for In-School Suspension (ISS)	 Level 4: Out-of-School Suspension (OSS)	 Level 5: Long-term Suspension or Expulsion
 For more details see Substance Violation Responses 1-2				
 Law enforcement consultation required				

Level 1 Responses

Classroom teachers will respond to Level 1 behaviors using one or more of the strategies listed below. The responses focus on teaching and reteaching expectations aligned to classroom and school-wide expectations and community agreements. The strategies listed below are possible responses for Education and Engagement, Accountability, Solutions, and Healing (E.A.S.H.). Note: these responses will typically occur in the classroom setting, but may also occur in non-classroom locations such as cafeteria, hallway, gym, etc.

Education and Engagement

Support originators in understanding the impact of their behavior on the community.

Possible Responses

- Reteach targeted expected behaviors and Social Emotional Learning (SEL) skills
- Pre-correct targeted expected behaviors and SEL skills
- Increase use of positive reinforcement for expected behaviors
- Family outreach/conference
- Increase use of affective language and/or use of non-verbal hand signals
- Proactive/responsive circles
- Teacher/staff of area where behavior occurred provide regular individual check-ins
- Teach/reteach regulation strategies

Accountability

Originators explain their understanding of the impact of their behavior on others, given time and space, and are held responsible.

Possible Responses

- Time for reflection (written or verbal) to address impact and make plan to fix the problem
- Collaborative problem solving
- Written warning placed on desk for redirection
- Structured break
- Identification of regulation strategies
- Engagement in the 4-step correction routine
- At elementary, documented within the classroom or with a minor referral
- At secondary, document within the classroom

Solutions

Actions that support the safety and well-being of the school community and originator to reduce the likelihood of recurrence.

Possible Responses

- Intentional use of teacher/staff proximity
- Change of seating assignment/arrangement
- Removal of problematic item(s)
- Reteaching in the moment (individual or whole class)
- Redirect to expected/replacement behavior
- Teacher/staff use of de-escalation strategies
- Teacher/staff use of the 4-step correction routine
- Modify tasks to increase student success
- Family communication plan

Healing

Implementing actions that work to re-establish safety and inclusion for both originators and victims.

Possible Responses

- Repair meeting/conference with individual(s) involved
- Counselor/counseling support visiting classroom/education space (e.g., participate, lead circle, or facilitate activity)
- Buddy/mentorship for student/class
- Peer mediation to support repair conference
- Create and implement a written repair/support plan with individuals affected

Level 2 Responses

Student support staff or school administrators will respond to Level 2 behavior using one or more of the strategies listed below, which are intended to support the four steps of the E.A.S.H. process. In addition to possible Level 1 strategies, Level 2 responses may include:

Education and Engagement

Support originators in understanding the impact of their behavior on the community.

Possible Responses

- Student conference
- Pre-correct targeted expected behaviors and SEL skills
- Family outreach/conference
- Reteach expected behaviors and SEL skills
- Provide educational activity focused on expected behavior

Accountability

Originators explain their understanding of the impact of their behavior on others, given time and space, and are held responsible.

Possible Responses

- Reflection questioning (written or verbal)
- Behavior contract (with articulated goals) aligned to school-wide expectations
- Structured breaks
- Lunch and/or recess detention
- Alternate recess plan
- After-school detention
- At elementary, documented with a minor referral or major office discipline referral
- At secondary, documented within the classroom or office discipline referral

Solutions

Actions that support the safety and well-being of the school community and originator to reduce the likelihood of recurrence

Possible Responses

- Change of seating assignment or arrangement (in-building location or bus)
- Removal of and/or plan for problematic item(s)
- Supervision/Movement Plan
- No-contact agreement
- Redirect to expected/replacement behavior
- Incentive plan to recognize growth toward desired behavior/skill
- Staff/student mentorship
- Family Communication Plan
- Change in scheduling

Healing

Implementing actions that work to re-establish safety and inclusion for both originators and victims

Possible Responses

- Repair meeting/conference with individual(s) involved
- Counselor/counseling support visiting classroom/education space and/or with individuals involved (e.g., participate, lead circle, or facilitate activity)
- Peer mediation to support repair conference
- Create and implement a written repair/support plan with individuals involved and affected

Level 3 Responses

School administrators and student support staff will respond to Level 3 behavior using one or more of the strategies listed below, which may involve the loss of instructional time for in-school suspension. The table identifies recommended strategies and responses intended to support the four steps of the E.A.S.H. process. In addition to possible Level 1 and Level 2 responses, Level 3 responses may include:

Education and Engagement

Support originators in understanding the impact of their behavior on the community.

Possible Responses

- Administrator/student conference
- Family/administrator outreach/conference
- Pre-correct targeted expected behaviors and SEL skills
- Lessons in empathy/perspective taking
- Reteach targeted expected behaviors and SEL skills
- Participation in education activity focused on expected behavior

Accountability

Originators explain their understanding of the impact of their behavior on others, given time and space, and are held responsible.

Possible Responses

- Reflection questioning (written or verbal)
- Behavior contract (with articulated goals) aligned to school-wide expectations
- Structured break
- Lunch and/or recess detention
- At secondary level, after-school detention
- Bus suspension
- In-school suspension
- Supervision plan (including searches)
- Suspension from school activities or sports
- Consultation with law enforcement
- At elementary/secondary, documented with a major office discipline referral

Solutions

Actions that support the safety and well-being of the school community and originator to reduce the likelihood of recurrence.

Possible Responses

- Community service
- Restitution
- Referral to school's Tier 2 team for intervention ideas
- Change in class schedule/seating
- No-contact agreement
- Reassignment of desired activities
- Removal of and/or plan for problematic item(s)
- Staff mentorship
- Safety Plan
- TTSD Threat Assessment
- Consultation with law enforcement

Healing

Implementing actions that work to re-establish safety and inclusion for both originators and victims.

Possible Responses

- Repair meeting/conference with individual(s) involved
- School-based counseling support
- School social worker referral
- Peer mediation to support repair conference
- Create and implement a written repair/support plan with individuals involved
- Care Coordination referral and/or referral to outside service
- Administrator, Dean, or Counselor Student Support Specialist visiting classroom/education space and/or with individuals involved (e.g., participate, lead circle, or facilitate activity)

Level 4 Responses

School administration will respond to Level 4 behavior using one or more of the strategies listed below, which include temporary removal from the school environment through out-of-school suspension in order to ensure safety planning for students and/or staff. The duration of removal will be limited to the least amount of time necessary to adequately address the harm caused and to engage in plans to ensure safety of victims and repair community. The table below identifies recommended strategies and responses intended to support the four steps of the E.A.S.H. process. In addition to possible Level 1, Level 2, and Level 3 responses, Level 4 responses may include:

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Education and Engagement

Support originators in understanding the impact of their behavior on the community.

Possible Responses

- Administrator/student conference
- Family/administrator outreach/conference
- Pre-correct targeted expected behaviors and SEL skills
- Lessons in empathy/perspective taking
- Reteach targeted expected behaviors and SEL skills
- Participation in education activity focused on expected behavior

Accountability

Originators explain their understanding of the impact of their behavior on others, given time and space, and are held responsible.

Possible Responses

- Reflection questioning (written or verbal)
- Behavior contract aligned to school-wide expectations
- Restitution
- Community service
- Bus suspension
- Out-of-school suspension
- Supervision plan (including searches)
- Suspension from school activities or sports
- Referral to law enforcement
- At elementary/secondary level, document with a major office discipline referral

Solutions

Actions that support the safety and well-being of the school community and originator to reduce the likelihood of recurrence.

Possible Responses

- Referral to school's Tier 2 or 3 Team for intervention ideas
- Development of a behavior support plan with functional behavior assessment
- Change in class schedule/seating
- No-contact agreement
- Removal of and/or plan for problematic item(s)
- Reassignment of desired activities
- Staff mentorship
- Safety Plan
- TTSD Threat Assessment
- Referral to law enforcement
- Coordination with social worker

Healing

Implementing actions that work to re-establish safety and inclusion for both originators and victims.

Possible Responses

- Repair meeting/conference with individual(s) involved
- School-based Counseling Support
- Peer mediation to support repair conference
- Referral to outside services
- Care Coordination referral and/or referral to outside service
- Create and implement a written repair/support plan with individuals involved and affected
- Re-entry meeting/conference
- Administrator, Dean, or Counselor Student Support Specialist visiting classroom/education space and/or with individuals involved (e.g., participate, lead circle, or facilitate activity)

Level 5 Responses

School and district administrators will respond to Level 5 behavior using one or more of the strategies listed below, which may involve a long-term removal from the current school environment through out-of-school suspension and/or a change of school site. In some cases, individualized plans may be created that increase supervision and limit access to support students in meeting school expectations and ensuring safety of victims and the school community. The decision for long-term removal from the current school environment and/or change of school site is determined in consultation between school administration, district administration, and third-party superintendent designee via the expulsion hearing process. The table below identifies recommended strategies and responses intended to support the four steps of the E.A.S.H. process. In addition to possible Level 1, Level 2, Level 3, and Level 4 responses, Level 5 may include:

Education and Engagement

Support originators in understanding the impact of their behavior on the community.

Possible Responses

- Administrator/student conference
- Family/administrator outreach/conference
- Lessons in empathy/perspective taking
- Pre-correct targeted expected behaviors and SEL skills
- Reteach targeted expected behaviors and SEL skills
- Participation in education activity focused on expected behavior

Accountability

Originators explain their understanding of the impact of their behavior on others, given time and space, and are held responsible.

Possible Responses

- Long-term out-of-school suspension
- Restitution
- Community service
- Referral to law enforcement
- Supervision plan (including searches)
- Suspension from school activities or sports
- At elementary/secondary, documented with a major office discipline referral

Solutions

Actions that support the safety and well-being of the school community and originator to reduce the likelihood of recurrence.

Possible Responses

- Change in school site
- Referral to school's Tier 3 team for consideration for interventions
- No-contact agreement
- Safety plan
- Development of a behavior support plan with functional behavior assessment
- TTSD Threat Assessment
- Referral to law enforcement
- At elementary and secondary, documented with a major office discipline referral

Healing

Implementing actions that work to re-establish safety and inclusion for both originators and victims.

Possible Responses

- Repair meeting/conference with individual(s) involved
- School-based Counseling Support
- School social worker referral
- Peer mediation to support repair conference
- Create and implement a written repair/support plan with individuals involved
- Care Coordination referral and/or referral to outside service
- Administrator, Dean, or Counselor Student Support Specialist visiting classroom/education space and/or with individuals involved (e.g., participate, lead circle, or facilitate activity)

Substance Violation: Possession

First Offense

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- In-school suspension pending family conference
- Referral to Teen Intervene, an in-school drug and alcohol use SBIRT program that includes screening, brief intervention, and referral to treatment if needed
- Athletic suspension from in-season competitions for 10% of extracurricular games/performances, beginning with the first contest. Practices/rehearsals are allowed (see high school athletic handbook for more details)

Second Offense

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Development of a Student Support Plan for Substance Use in conjunction with school intervention team (administrator, family, student, SRO, counselor, social worker, psychologist)
- In-school suspension pending completion of aforementioned Student Support Plan
- Athletic suspension from in-season competitions for 50% of extracurricular games/performances beginning with the first contest. Practices/rehearsals are allowed (see high school athletic handbook for more details)

Third and Subsequent Offenses

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Out-of-school suspension pending reconvening of school intervention team in order to adjust Student Support Plan. This may include more progressive measures, including referral to a formal Substance Use Assessment in the community, or a change in school programming, change of school site, or recommendation for expulsion.

Substance Violation: Use/Under the Influence

First Offense

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Out-of-school suspension for the remainder of the school day
- Referral to Teen Intervene, an in-school drug and alcohol use SBIRT program that includes screening, brief intervention, and referral to treatment if needed
- Athletic suspension from in-season competitions for 10% of extracurricular games/performances beginning with the first contest. Practices/rehearsals are allowed (see high school athletic handbook for more details)

Second Offense

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Out-of-school suspension for the remainder of the school day
- Development of a Student Support Plan for Substance Use with school intervention team (administrator, family, student, SRO, counselor, social worker, psychologist)
- In-school suspension pending completion of aforementioned Student Support Plan
- Athletic suspension from in-season competitions for 50% of extracurricular games/performances beginning with the first contest. Practices/rehearsals are allowed (see high school athletic handbook for more details)

Third and Subsequent Offenses

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Out-of-school suspension pending reconvening of school intervention team in order to adjust Student Support Plan. This may include more progressive measures including referral to a formal Substance Use Assessment in the community, or a change in school programming, change of school site, or recommendation for expulsion.

Substance Violation: Shared Use

First Offense

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Out-of-school suspension for the remainder of the school day
- Referral to Teen Intervene, an in-school drug and alcohol use SBIRT program that includes screening, brief intervention, referral to treatment if needed
- Athletic suspension from in-season competitions for 10% of extracurricular games/performances beginning with the first contest. Practices/rehearsals are allowed, see high school athletic handbook for more details)

Second Offense

- Confiscation of items turned over to School Resource Officer
- Out-of-school suspension for the remainder of the school day
- Development of a Student Support Plan for Substance Use in conjunction with school intervention team (administrator, family, student, SRO, counselor, social worker, psychologist)
- In-school suspension pending completion of aforementioned student support plan
- Athletic suspension from in-season competitions for 50% of extracurricular games/performances beginning with the first contest. Practices/rehearsals are allowed, see high school athletic handbook for more details

Third and Subsequent Offenses

- Confiscation of substances and paraphernalia turned over to School Resource Officer
- Out-of-school suspension pending reconvening of school intervention team in order to adjust Student Support Plan. This may include more progressive measures, including referral to a formal Substance Use Assessment in the community, or a change in school programming, change of school site, or recommendation for expulsion.

Substance Violation: Distribution

- Incidents involving distribution are the same regardless of frequency (e.g., first, second, etc.). *Responses to distribution incidents include:
 - Confiscation of substances and paraphernalia turned over to School Resource Officer
 - Out-of-school suspension pending convening of school intervention team in order to create or adjust student support plan. This may include more progressive measures including referral to a formal Substance Use Assessment in the community, or a change in school programming, change of school site, or recommendation for expulsion.
- [Suspension board policy](#)
- [Expulsion board policy](#)

*Second and third incidents are those that occur within 12 months.

25. Exclusionary Discipline

School staff will implement the disciplinary action that is the least disruptive to, and/or strengthens, the student-school relationship, while minimizing the loss of instructional time. Exclusionary discipline, including suspension and expulsion, may be an appropriate response when a student's behavior poses a disruption to the environment or poses a risk to other students or staff.

Punitive disciplinary removals, such as suspensions and expulsions, have been shown to be ineffective in changing student behavior and often fail to address the underlying issues contributing to the misconduct. Research indicates that these measures can lead to negative outcomes, including academic decline, increased dropout rates, and further behavioral problems.

Instead, a more effective approach involves using suspensions or expulsions in conjunction with educational interventions and restorative practices. Educational interventions ensure that students continue to receive instruction and support during their removal, which prevents academic setbacks, and teaches the student skills that address the root cause of the behavior. Restorative practices focus on repairing harm and addressing the root causes of the behavior, fostering a sense of accountability, and promoting positive behavior changes. By integrating these approaches, schools can create a more supportive environment that not only addresses disciplinary issues but also aids in the holistic development and rehabilitation of students.

In-school Suspension (ISS)

In-school suspension is an exclusion from a classroom for disciplinary purposes that allow a student to remain under the direct supervision of school personnel. Students must be informed of the reason for the suspension and be given an opportunity to be heard. Direct supervision means school personnel are physically in the same location as students under their supervision.

All procedures described in IDEA and Section 504 must be followed when considering ISS for a student with a disability.

Out-of-school Suspension (OSS)

Out-of-school suspension is defined as the denial to a student of the right to attend school and to take part in any school function for any period of up to 10 days. A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended for up to and including 10 school days.

In issuing the suspension, the administrator will consider the severity of the act, the previous behavior of the student, the rights and needs of the individual concerned, and the best interests of other students and the school program as a whole. The duration of suspension will be limited to the least amount of time necessary to adequately address the harm caused and to ensure safety for all involved.

Suspensions of students in 5th grade and below will be limited to only incidents of intentional conduct that cause serious physical harm to another student or staff, the student's conduct poses a threat to the health and safety of student or staff, or when the suspension is required by law.

Students who are suspended must meet with the principal or their designee prior to the suspension. Students must be informed of the reason for the suspension and be given an opportunity to be heard. Parents/guardians will receive written notification of suspension, that will include the reasons for suspension, the length of the suspension, a plan for readmission, and an opportunity to appeal the decision.

While under suspension, a student may not attend after-school activities and athletic events, be present on District property, or participate in activities directed or sponsored by the District.

All procedures described in IDEA and Section 504 must be followed when considering OSS for a student with a disability.

Expulsion

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:

1. When a student's conduct poses a threat to the health or safety of students or employees;
2. When other strategies to change the student's behavior have been ineffective; or
3. When required by law. For any student who is determined to have brought a firearm to school, federal law requires expulsion from school for a period of not less than one year [[ORS 339.250\(7\)](#)].

No student may be expelled without a hearing unless the student's parent/guardian or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing. An expulsion shall not extend beyond one calendar year.

The District will provide appropriate expulsion notification including expulsion hearing procedures, student and parent/guardian rights, and alternative education provisions as required by law. Expulsions are recommended by the administrator to the District hearings officer. The decision by the hearings officer will be communicated to the superintendent and board. The decision of the hearings officer may be appealed to the board.

During the time of expulsion, students are not to be on any TTSD campuses or they will be subject to criminal trespass charges. If the student is enrolled in a District-sponsored alternative program that meets on District property, this rule will not apply during the time of day they attend the program. The superintendent may modify the expulsion requirement for a student on a case-by-case basis.

All procedures described in IDEA and Section 504 must be followed when considering expulsion for a student with a disability. Under the Individuals with Disabilities Education Act (IDEA) and Section 504 of the Rehabilitation Act, students with disabilities are afforded specific rights when facing removal from school for more than 10 days due to disciplinary actions. These laws mandate that schools must

provide procedural safeguards to ensure the student's right to a free appropriate public education (FAPE) is not violated.

When a student with a disability is removed from school for more than 10 consecutive days or is subjected to a series of removals that constitute a pattern, a Manifestation Determination Review (MDR) must be conducted. This review assesses whether the student's behavior was a manifestation of their disability. If the behavior is determined to be related to the disability, the school must conduct a functional behavioral assessment and implement a behavioral intervention plan, if one is not already in place. Additionally, the student must continue to receive educational services to progress in the general curriculum and towards their IEP goals, albeit possibly in an alternative setting. These protections ensure that disciplinary actions do not disproportionately impact students with disabilities and that their educational needs continue to be met.

Relevant board policies: [JGD](#), [JGDA](#), [JGE](#)

Superintendent

Dr. Iton Udosenata

Board of Directors

Tristan Irvin (Chair)
David Jaimes (Vice-Chair)
Jill Zurschmeide
Crystal Weston
Kristen Miles

Oregon Administrative Rules and Oregon Revised Statutes are available on the following websites:

[Oregon State Legislature](#)
[Oregon Secretary of State](#)

District policies are also linked on the [Tigard-Tualatin School District Website](#)

If you are unable to access the Internet, they will be made available at the
Hibbard Administration Center.

Resource Information

School-Based Health Center (503) 431-5775

Caring Closet (503) 603-1576

Tigard-Tualatin Family Resource Center (503) 603-1585

Safe Oregon call or text (844) 472-3367 Email tip@safeoregon.com

Washington County 24-Hour Mental Health Crisis Line (503) 291-9111

National Crisis Line 988

Lines for Life Youthline (877) 968-8491 or text teen2teen to 839863

To Volunteer <https://www.ttsdschools.org/volunteering> 503-431-4175

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