

Parent / Student Information, Rights and Responsibilities Handbook

2024-2025



**James Hiu
Superintendent**

**1331 NW Eastman Parkway
Gresham, OR 97030
503-261-4550
*<http://www.gresham.k12.or.us>***

TABLE OF CONTENTS

Message from the Superintendent..... 5

List of Schools 6

Board Statement of Philosophy 7

Miscellaneous Phone Numbers 8

Nondiscrimination Information 9

SafeOregon Tip Line..... 10

Accidents and/or Injury 10

Accountability..... 10

Admissions..... 11

Alternative Education Programs 12

Animals in the School 12

Assembly of Students 13

Attendance Required 13

Bus Rules and Discipline 13

Child Abuse 15

Childcare Services 16

Closed Campus/Visitors 17

Complaint Procedure 17

Custodial/Non-Custodial Parents..... 18

Discipline..... 19

- Discipline - Suspension
- Discipline - Expulsion
- Discipline – Serious Misconduct Matters
- Discipline of Students with Disabilities

Dress and Grooming 30

Drones 31

Electronic Communications Systems 31

Emergency Closure 32

Emergency Protocol and Drills 33

English Language Learners 34

Every Student Belongs 34

Field Trips and Special Events 34

Freedom of Expression	35
Fundraising Activities	36
Gangs and Secret Societies	37
Graduation Requirements.....	38
Healthy and Safe Schools Plan	38
Materials Distribution	39
Nutrition Services	39
Personal Property - Disclaimer of Liability	41
Promotion and Retention of Students.....	41
Religion and Schools	42
Restitution.....	43
Restraint and/or Seclusion.....	43
Student Searches and Questioning	44
• Relations with Law Enforcement Agencies	
Students with Disabilities	46
• Child Identification Procedures	
• Private Schools and Home Schooled	
Student Health Services	47
• Confidentiality	
• Communicable Disease	
• Contagious Conditions	
• Emergency Information	
• Head Lice	
• Health Needs	
• Health Screenings	
• Immunizations and Oregon Law	50
• Medications at School	
• School Nurses and Health Assistants	
Student Fees, Fines and Charges	52
Student Records	52
• Directory Information	
• Personally Identifiable Information	
Student and Parent Rights and Responsibilities.....	54
• Student Rights	
• Parental Rights	
• Definitions	
• Requests to Inspect Materials	
• Requests to Excuse Student from Covered Activities	

- Student Privacy
- Notifications

Student Vehicle Use 56

- Bicycles
- Hoverboards
- Skateboards

TAG (Talented and Gifted) Program..... 57

Title IA – Parental and Family Involvement 58

Transfers..... 61

Trips – Non-School Sponsored..... 61

Public Solicitation in District Facilities 62

Videos in Schools 62

Volunteers..... 62

TO PARENTS / GUARDIANS AND STUDENTS



As the superintendent of the Gresham-Barlow School District, my foremost responsibility is to ensure the safety and security of every student, faculty, and staff member within our schools. A safe and secure learning environment is the foundation upon which we build academic success and personal growth for all our students.

We firmly believe that the key to achieving this lies in a strong partnership with our students, staff, families, and the entire community. Together, we can create and maintain a nurturing environment where every individual feels safe, respected, and supported.

Our students and families are encouraged to fully engage in the educational opportunities we offer. We must understand our partnership roles, set clear expectations, and provide consistent support to help each student thrive both at home and in school. It is through this collaborative effort that we can help our students excel academically and conduct themselves positively in the learning environment.

The Gresham-Barlow School District, alongside our dedicated Board of Directors, faculty, and staff, is committed to strengthening our culture of trust and support. We strive for continuous improvement based on the values of integrity, accountability, and financial transparency. By focusing on strategic communication and collaboration with parents and community partners, we can build multi-tiered layers of support that benefit everyone.

Our district's core values of integrity, community, and stewardship guide us in ensuring every student receives an equitable education. We are dedicated to inspiring and empowering each student to meet the expectations outlined in the portrait of a GBSD graduate: to become adaptable collaborators, compassionate communicators, responsible creators, open-minded critical thinkers, independent lifelong learners, and globally aware community members.

Thank you for your unwavering commitment to our students' well-being and success. Together, great things will continue for our students in the district. Take care and be well.

Sincerely,

*James Hiu
Superintendent*

ELEMENTARY SCHOOLS 8:35 – 3:05

East Gresham - 503.661.6050

Kimberly Miles, Principal

Hollydale - 503.661.6226

Erin Hansen, Principal

East Orient- 503.663.4818

James Milliken, Principal

Kelly Creek - 503.663.7483

Amy Manzella, Principal

Hall - 503.661.6330

Michelle Cardenas, Principal

North Gresham - 503.661.6415

Shawnda Sewell, Principal

Highland - 503.665.7158

Beth Mengis, Principal

Powell Valley - 503.661.1510

Kelly Muskat, Principal

Hogan Cedars - 503.261.4501

Heidi Blakley, Principal

K-8 SCHOOL 8:50 – 3:20

Deep Creek-Damascus - 503.658.3171

Kimberly Barker, Principal

MIDDLE SCHOOLS 9:05 – 3:35

Clear Creek - 503.492.6700

Angelica Serna, Principal

Dexter McCarty - 503.665.0148

Amy Nimz, Principal

Gordon Russell - 503.667.6900

Erin Voelker, Principal

West Orient - 503.663.3323

Becky Kadrmas, Principal

HIGH SCHOOLS 7:35 – 2:30

Gresham - 503.674.5500

Ted Zehr, Interim Principal

Sam Barlow – 503.258.4850

Jason Bhear, Principal

Springwater Trail - 503.261.4600

Ryan Blaszak, Principal

School District Office

503-261-4550

SCHOOL BOARD STATEMENT OF PHILOSOPHY

School board policies can be found on the district website <http://policy.osba.org/gbsd/>

Welcome to the Gresham-Barlow School District. Whether you are a returning student, or new to our schools, we are glad you are here.

The Board of Directors of Gresham-Barlow is committed to ensuring our schools are places where every student can learn, grow, and feel welcome. Our “Portrait of a Graduate” is vital in guiding our work to ensure each student feels safe and supported in our schools. The Board is committed to providing each student with equitable opportunities to achieve their academic goals, have a breadth of experiences, and launch them toward personal fulfillment by minimizing barriers and limitations. The Board will view its decisions through an equity lens to continually examine current practices and ensure students are receiving their best possible education.

The Gresham-Barlow School District staff values their partnership with families and focuses on developing positive relationships to best serve our community. Students are provided a safe learning environment where they can develop positive relationships with adults and their peers. Teachers, administrators, and staff will hold our students to high expectations and are committed to providing them the tools to excel academically, creatively, and collaboratively.

To assure an atmosphere that is conducive to learning and the safety and welfare of students and school personnel, it is necessary to balance an individual student’s rights with their responsibility to demonstrate good citizenship. In an effort to preserve this proper balance, the school board has adopted this statement of student rights and responsibilities and the standards of conduct that are outlined in this booklet.

Kris G. Howatt, Chair
Cathy Keathley, Vice Chair
Holly Riegelmann
Dra. Mayra Gómez, Chair
Dr. Shawn Farrens
Blake Petersen
David Ligatich

SCHOOL START AND END TIMES

Elementary	8:35 – 3:05
Deep Creek-Damascus K-8 <i>only</i>	8:50 – 3:20
Middle	9:05 – 3:35
High	7:35 – 2:30

Every Wednesday is one-hour late start

SCHOOL DISTRICT PHONE NUMBERS

GBSD - <https://www.gresham.k12.or.us/gbsd>

School District Office (<i>8am-5pm unless posted</i>)	503-261-4550
Superintendent – <i>James Hiu</i>	503-261-4555
Human Resources – <i>Angela Freeman</i>	503-261-4599
Deputy Superintendent – <i>Tracy Klinger</i>	503-261-4597
Chief of Operations – <i>John Koch</i>	503-261-4575
Director of K-12 Schools – <i>Sara Deboy</i>	503-261-4575
Communications – <i>Athena Vadnais, Dir.</i>	503-261-4558
Multilingual Learners – <i>Araceli Farias, Dir.</i>	503-261-4549
Facilities Dept. - <i>Terry Taylor, Dir.</i>	503-258-4700
Homeless Services/Federal Programs - <i>Erin Shepherd, Dir.</i>	503-261-4579
Safety Office – <i>Mike Melton</i>	503-258-4703
Student Support Services – Special Education and Section 504 – <i>Donna Ravenberg, Exec Dir.</i>	503-261-4650
Nutrition Services – <i>Chartwells</i> – <i>Tracey McDougall</i>	503-261-4590
Transportation - <i>First Student</i> – <i>Tammy Rickman</i>	503-665-8193
G-B Education Foundation – <i>Tyson Bell</i>	503-970-5583

NONDISCRIMINATION INFORMATION

Gresham-Barlow School District recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups based on race, color, gender, marital status, sexual orientation, gender identity, gender expression, religion, national origin, age, disability, Veteran's status, or genetic information in any educational programs, activities or employment. Gresham-Barlow provides equal access to individuals with disabilities.

Persons having questions about equal opportunity and nondiscrimination should contact:

- Your school administrator (*page 2*)
- If not resolved, contact Exec. Director of Human Resources, Angela Freeman, 503-261-4599
- Section 504 Coordinator, Donna Ravenberg, 503-261-4650
- Title IA Coordinator, Erin Shepherd, 503-261-4580
- Title VI Contact, Dennis Clague, 503-261-4567
- Title VII Contact, John Koch, 503-261-4575
- Title IX-A re: McKinney Vento Act, Erin Shepherd, 503-261-4580
- Title IX Contact, John Koch, 503-261-4575
- Telephone access numbers for hearing and/or visually impaired individuals at <http://www.oregonrelay.com/relaynumbers.html>

Grievance Procedure

The grievance process (including procedures, forms, and timelines) can be found in School Board Policy KL and KL-AR, available on the district website (<http://policy.osba.org/gbsd>), at any school or the district office upon request. The goal of the process is to provide prompt and equitable resolution of student, employee, parent, or patron's allegations of discrimination. The process begins with a written complaint and includes informal and formal conversations, discussion with district employees involved, and an investigation if necessary. Any decision by district personnel may be appealed. Levels of appeal begin with the school administrator and, if necessary, may be taken to the district superintendent or designee, the school board and ultimately the Superintendent of Public Instruction at the Oregon Department of Education.

SAFEOREGON TIPLINE

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

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

Call or text: 844-472-3367

Email: tip@safeoregon.com

Online: <https://www.safeoregon.com/>

ACCIDENTS AND/OR INJURY

Gresham-Barlow School District does not maintain insurance policies covering student accidents. Such personal insurance is the responsibility of the family. The School District does provide an opportunity for parents to purchase low cost accident insurance protecting students at school. Your school office has information about the insurance and the cost.



School personnel will secure emergency medical assistance when such services appear warranted. If a student is transported by ambulance at the direction of the medical professionals on scene, the cost of the services remains the family's responsibility. School personnel will attempt to contact the family or representatives as indicated on the student's emergency information. **Please keep your emergency contact information current in your child's school record.**

ACCOUNTABILITY

Students will show responsibility by

- coming to school each day
- knowing and following school rules
- working hard to do their best in class and in school work
- helping to keep their school safe (if you see something, say something)
- asking for help when you need it
- showing respect for and cooperating with other students and adults
- reporting infractions of school rules to staff
- respecting race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment

Parents and Families will help children learn to take responsibility by

- having high expectations for their children as individuals
- ensuring their children attend school and be on time
- finding a place at home for school work and making sure work is completed
- helping their children learn and resolve conflicts in positive ways
- helping to keep their children safe (if you see something say something)
- communicating and working with teachers and other school staff to support and challenge their children
- respecting school staff

- respecting race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment

Teachers and Other School Personnel will help parents and students by

- respecting, encouraging and supporting them
- believing that all students can achieve and take action to create access for learning
- showing that they care about all students
- defining and communicating clear academic and behavioral expectations for students
- providing a safe, positive, and inclusive learning environment
- creating an atmosphere of open communication for students seeking help
- communicating and working with families to support and challenge their children
- respecting race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment

ADMISSIONS

**Policy: JECA – Admission of Resident Students
and JECB – Admission of Non-Resident Students**

A student seeking enrollment in the district for the first time must meet all academic, age, immunization, and other eligibility prerequisites for admission as set forth in state law, and Board policy and administrative regulations. Contact your neighborhood school for admission requirements. Students located in the district shall not be excluded from admission solely because the student does not have a fixed place of residence or solely because the student is not under the supervision of a parent.

Students who turn 19 years of age during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year.

The Board may admit otherwise eligible students who are not receiving special education and who have not yet attained 21 years of age prior to the beginning of the current school year if they are shown to be in need of additional education in order to receive a diploma or modified diploma. These students may attend school without paying tuition for the remainder of the school year.

The Board shall admit otherwise eligible students who have not yet attained age 21 prior to the beginning of the current school year if the student is receiving special education services and:

- Has not yet received a regular or modified high school diploma; or
- Has received an extended diploma or an alternative certificate

The Board **may** deny regular school admission to students who have become residents and who are under expulsion from another school district for reasons other than a weapon policy violation.

The Board **shall** deny, for at least one calendar year from the date of the expulsion, regular school admission to students who have become residents and who are under expulsion from another school district for a weapon policy violation.

Admission Age - A student will be admitted to **kindergarten** if:

1. His/Her fifth birthday occurs on or before September 1, one year before the date established by law for admission into 1st grade; or

2. He/She is transferring from a public school kindergarten program and would be continuing his/her formal education.

A student will be admitted to **first grade** if:

1. His/Her sixth birthday occurs on or before September 1, as established by law; or
2. He/She is transferring from a first grade public or private school and is in compliance with the age requirement of being six years old prior to September 1 of the current school year; or
3. He/She has successfully completed a year of public or private kindergarten (pursuant to Policy JEBA-AR) and would be continuing his/her formal education.

ALTERNATIVE EDUCATION PROGRAMS

**Policy: IGBHA, *Alternative Education Programs*;
IGBHB, *Establishment of Alternative Education Programs*
IGBHC, *Alternative Education Notification***

The superintendent or designee will develop alternative education program options in compliance with Oregon Administrative Rules and Oregon Revised Statutes:

1. For students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems;
2. For students who have not met or who have exceeded all of Oregon's academic content standards;
3. When necessary to meet a student's educational needs and interests;
4. When a public or private alternative education program is not readily available or accessible.

Alternative programs implemented by the district are to maintain learning options that are flexible with regard to environment, time, structure, and the method and practice of teaching.

Individual notification to students and parents regarding the availability of alternative programs will be given semiannually or when new programs become available under the following situations, as appropriate:

1. When two or more severe disciplinary problems occur within a three-year period;
2. When attendance is so erratic the student is not benefitting from the educational program. (*Erratic attendance will be defined on a case-by-case basis.*);
3. When a student's parent or emancipated student applies for exemption from attendance on a semiannual basis;
4. When an expulsion is being considered for reasons other than a weapons policy violation;
5. When a student is expelled for reasons other than a weapons policy violation.

ANIMALS IN THE SCHOOL

Policy: ING – *Animals in the School*

Only service animals serving persons with a disability and animals approved by the superintendent or designee that are part of an approved district curriculum or co-curricular activity are allowed in district facilities. Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

Access by Persons Requiring a Service Animal

Access to the school by visitors whose physical impairment, as defined in ORS 346.680, requires the use of a service animal shall not be restricted solely due to the presence of the service animal.

Students requiring a service animal as defined in ORS 346.680 will need to contact the principal regarding appropriate accommodation. If the principal receives a request regarding a service animal for a student, the principal will forward the request to the Student Support Services Office for their review and recommendations.

ASSEMBLY OF STUDENTS

Policy: IGDA – Student Organizations

Citizens are guaranteed the right of peaceful assembly under the first and fourteenth amendments of the United States Constitution and under Article I, Section 26, of the Oregon Constitution. Students, as citizens, have the right of assembly and must also bear the responsibility for the consequences of such assembly. Students and staff all share responsibility for the activities that take place in school. The orderly use of school facilities is required.

The district encourages curriculum-related student organizations. District staff will facilitate such organizations and district resources may be used to support them. Voluntary student-organized clubs, which are not curriculum-related, may meet on school premises during non-instructional time. If the content of such a club's meetings is religious in nature, school staff may attend only in a non-participatory manner.

ATTENDANCE REQUIRED

Policy: JEA – Compulsory Attendance

Except when exempt by Oregon law, all students between the ages of 6 and 18 years, who have not completed the 12th grade, are required to regularly attend a public full-time school during the entire school term.

Persons having legal control of a student between ages 6 and 18, who has not completed the 12th grade, are required to have the student attend school and maintain the child in regular attendance during the entire school term. Persons having legal control of a student who is five years of age and has enrolled the child in a public school are required to have the student attend and maintain the child in regular attendance during the school term.

Enforcement

Efforts will be made by school officials to enforce the compulsory attendance laws of the state. However, compliance with those laws is the mutual responsibility of home and school. Students are expected to be punctual in reporting to classes and to attend regularly. The school will notify parents of irregular attendance or habitual tardiness. School community police resource officers and/or MESD attendance personnel may assist the school in enforcement of the law.

Students Who Have Been Suspended or Expelled

Students may not attend any district school or any school-sponsored activity or be on any school premises when they have been suspended or expelled from school, except with the consent of the principal.

BUS RULES AND DISCIPLINE

Policy: EEACC – Student Conduct on School Buses

The following regulations will govern student conduct on school buses and Type 10 School Activity Vehicles if used for transporting students from home to school, school to home and from district-sponsored activities.

1. Students being transported are under authority of the bus driver;

2. Fighting, wrestling or boisterous activity is prohibited on the bus and at the bus stop;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons or other potentially hazardous material on the bus, including lighters, vape devices, and the like. All school-restricted items including drugs, medications, alcohol, tobacco and/or related paraphernalia are not allowed on the bus or at the bus stop.
6. Students will not bring animals, except approved assistance guide animals, on the bus;
7. Students will remain seated while bus is in motion;
8. Students may be assigned seats by the bus driver;
9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;
10. Students will not extend their hands, arms or heads through bus windows;
11. Students will have written permission to leave the bus other than for home or school;
12. Students will converse in normal tones; loud or vulgar language is prohibited;
13. Students will not open or close windows without permission of the driver;
14. Students will keep the bus clean and refrain from damaging it;
15. Students will keep the bus stop clean and refrain from damaging any property while waiting for the bus at their designated stop;
16. Students will be courteous to the driver, fellow students and passers-by;
17. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Additional Safety Rules and Guidelines:

- Helium balloons are not allowed on bus.
- Glass jars or any glass objects are not allowed on bus.
- Live bugs/insects are not allowed on the bus.
- Skate boards/roller blades/skates are allowed if fully contained in a backpack or carrying case.
- Audible electronic devices (CD players with speakers, cell phones, etc.) may not be operated on the bus.
- Cameras may not be operated on the bus.
- No food or beverages may be opened/consumed while on the bus (exceptions may be made by school administration for field trips).

Each September the transportation supervisor will direct all bus drivers to conduct a safety review with all students in the district. Each February the transportation supervisor will direct all bus drivers to conduct a safety review with all students who are regularly transported by the district.

- The drivers shall review the code of conduct, which is to be posted.
- The drivers shall review the consequences of a violation as outlined in this procedure.
- The drivers shall conduct unloading, loading and emergency exit evacuation drills.
- The drivers shall review all hazards such as crossing a road and bus stop conduct.
- The drivers shall review safe bus riding procedures.
- The drivers shall review use of emergency exits.

Bus Discipline

Riding a school bus is a privilege granted by the local School Board and not a requirement of the state (ORS 332.405). If a student rides a school bus to and from school, he or she must follow the posted bus rules. Misbehavior on the bus and at bus stops will be dealt with by a school administrator. A student may lose the bus-riding privilege by repeated misbehavior or a serious violation of a bus rule. The State of Oregon has rules for students riding school buses. These rules are posted in all school buses.

In all instances, the appeal process may be used if the student and/or parent/guardian desires. Appeals should be made to the school administrator. If a complainant is not satisfied with the decision at the school

level, he/she may submit a written appeal to the superintendent or designee. Such an appeal must be filed within 10 school days after receipt of the school administrator's decision.

CHILD ABUSE

Policy: JHFE & JHFE-AR(1)–Reporting Suspected Abuse of a Child

Oregon law requires all public employees to report possible child abuse to the State Department of Human Services or a law enforcement agency.

Consistent with state law, any district employee who has reasonable cause to believe that any child with whom the employee comes in contact has suffered abuse or neglect by any adult, or a student with whom the employee is in contact has abused a child, will immediately orally report or cause an oral report to be made by telephone or otherwise to the local office of the Oregon Department of Human Services (DHS) or the local law enforcement agency within the county where the person making the report is at the time of his/her contact. The employee shall also immediately inform his/her supervisor and/or principal.

Abuse of a child by district employees or by students will not be tolerated. All district employees are subject to this policy and the accompanying administrative regulation. The district designates the Deputy Superintendent of human resources to receive reports of abuse of a child by district employees and specify the procedures to be followed upon receipt of an abuse report. Any district employee participating in good faith in the making of a report, pursuant to this policy and Oregon law and who has reasonable grounds for the making thereof, shall have immunity from any liability, civil or criminal, that might otherwise be incurred or imposed with respect to the making or content of any such report. Further, the initiation of a report in good faith about the suspected abuse of a child may not adversely affect any terms or conditions of employment or the work environment of the complainant. If a student initiates a report of suspected abuse of a child by a district employee or a student, in good faith, the student will not be disciplined by the Board or any district employee. Intentionally making a false report of abuse of a child is a Class A violation.

Confidentiality of Records

The name, address and other identifying information about the employee who made the report are confidential and are not accessible for public inspection.

Failure to Comply

Any district employee who fails to report a suspected abuse of a child as provided by this policy and the prescribed Oregon law commits a violation punishable by law. A district employee who fails to comply with the confidentiality of records requirements commits a violation punishable by the prescribed law.

Cooperation with Investigator

The district staff shall make every effort in suspected abuse of a child cases to cooperate with investigating officials as follows:

1. Any investigation of the abuse of a child will be directed by the Oregon Department of Human Services (DHS) or law enforcement officials as required by law. When an administrator is notified that DHS or law enforcement would like to interview a student at school, the administrator must request that the investigating official fill out the appropriate form (JHFE-AR(2)). Failure to complete said form may result in the administrator's refusal to allow the student interview on school property. If the student is to be interviewed at the school, the principal or representative shall make a conference space available. The principal or representative of the school may at the discretion of the investigator, be present to facilitate the interview. Law enforcement officers wishing to interview or remove a student from the premises shall present themselves at the office and contact the

principal or representative. The officer shall sign the student out on a form to be provided by the school;

2. When the subject matter of the interview or investigation is identified to be related to suspected abuse of a child, district employees shall not notify parents;
3. The principal or representative shall advise the investigator of any conditions of disability prior to any interview with the affected child;
4. District employees are not authorized to reveal anything that transpires during an investigation in which the employee participates, nor shall the information become part of the student's education records, except that the employee may testify at any subsequent trial resulting from the investigation and may be interviewed by the respective litigants prior to any such trial.

**Policy: JHFF - Reporting Requirements Regarding Sexual Conduct
with Students**

"Sexual conduct" as defined by Oregon law is any verbal or physical or other conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student's educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered child abuse as outlined by Oregon law and district Board policy JHFE and JHFE-AR - Reporting of the Suspected Abuse of a Child.

Any district/school employee who has reasonable cause to believe that another district/school employee, volunteer, or contractor has engaged in sexual conduct with a student must immediately notify the Oregon Department of Human Services or a law enforcement agency and must also notify his/her immediate supervisor.

The district will provide annual training to district employees, parents and students regarding the prevention and identification of sexual conduct. The district will provide to employees at the time of hire a description of conduct that may constitute sexual conduct and a description of records subject to disclosure if a sexual conduct report is substantiated.

CHILDCARE SERVICES

For your convenience, Champions Extended Learning provides before-school and after-school services at certain elementary sites. Enrollment information about this childcare program may be obtained at the Champions Enrollment Hotline: 800-246-2154.

Enrollment can be completed online: <https://www.discoverchampions.com/>

Childcare Emergency Communication and Procedures

During inclement weather conditions, power outage, or area-wide emergency (e.g., severe earthquake), it may be necessary to either delay and/or close childcare sites.

Late Opening

In the event of a two (2) hour late start due to inclement weather, *Champions will open morning programs (if applicable) two (2) hours late as well.*

Weather-Related Early Dismissal

Champions will open up the afternoon program early, but immediately begin calling parents or guardian to pick up children so that staff can also make it home safely.

Childcare services will continue until parents pick up their children at the childcare site.

School Closures

In the event of a full day closure by the District, Champions and after-school SUN programs will also be closed for a full school day.

In the event of an area-wide emergency (e.g., severe earthquake), parents will be notified and childcare services may be canceled or modified.

CLOSED CAMPUS / VISITORS

School Grounds / Trespass

Policies: JEFA – *Closed Campus*; IICC - *Volunteers*;

KGB - *Public Conduct on District Property*

KK - *Visitors to District Facilities*



The safety and security of students and staff is a primary concern. To assist in providing such conditions, the board directs all schools to operate closed campuses. Closed campus regulations should be developed at each school to ensure a safe environment for students and restrict the entrance and egress of visitors.

Visitors Must Report to the Office

Visitors are required by Board policy to check-in at the office and secure permission to be on campus. Visitors must wear an identification badge, which allows staff and students to know the office has approved the visitor's presence on campus. Visitors and volunteers are required to checkout at the school office upon departure.

Individuals violating and/or disturbing the educational process may be denied access to public school buildings and grounds through the issuance of a criminal trespass notice and/or restraining order, and/or be subject to arrest. This notice may be oral from a school official or law enforcement; or in writing.

Students are to remain on campus throughout the school day with the following exceptions:

1. A parent has provided permission to leave school for a specific need, which meets established criteria. Students must be properly signed out.
2. A student has a school approved work release privilege; and
3. A high school student who meets established criteria may leave the grounds for lunch.

COMPLAINT PROCEDURE

Policy: KL and KL-AR - *Public Complaints and Procedures*

There is a process and procedure for complaints such as instruction, discipline, learning materials, compliance with state standards, restraint and/or seclusion, or retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state and federal law, rule or regulation, or other matters related to the district's schools.

Community members, staff, parents and students who have a complaint are asked to use the following order to attempt to resolve the complaint.

1. teacher/employee
2. principal/supervisor
3. district administrator over elementary or secondary schools (as appropriate)
4. superintendent

5. board

Any member of the public who wishes to express a concern should discuss the matter with the school employee involved. The employee shall respond within five working days.

The Principal/Supervisor: Step One

If the complainant is unable to resolve a problem or concern at step one, within five working days of the meeting with the employee, the complainant may file a written, signed complaint with the principal/supervisor. The principal/supervisor shall evaluate the complaint and render a decision within five working days after receiving the complaint.

The District Administrator: Step Two

If Step 2 does not resolve the complaint, within 10 working days of the meeting with the principal or supervisor the complainant, if he/she wishes to pursue the action, shall file a signed, **written** complaint with the district administrator clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The district administrator shall investigate the complaint, confer with the complainant and the parties involved and prepare a written report of his/her findings and his/her conclusion to the complainant within Ten (10) working days after receiving the written complaint.

The Superintendent: Step Three

If Step 3 does not resolve the complaint, within 10 working days receiving the district administrator's report, the complainant, if he/she wishes to pursue the action, shall file a signed, written complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy. (A form is available, but is not required.)

The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved and prepare a report of his/her findings and his/her conclusion, in writing or in an electronic form, to the complainant within ten (10) working days after receiving the written complaint.

The Board: Step Four

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within five (5) working days of receiving the superintendent's or designee's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. If the Board chooses not to hear the complaint, the superintendent's or designee's decision is final. The Board may hold the hearing in executive session if the subject matter qualifies under Oregon law.

CUSTODIAL / NON-CUSTODIAL PARENTS

Policy: JECAC/GBH – Custodial Parent

The Board encourages parents to be involved in their student's educational activities, and, unless otherwise ordered by the courts, an order of sole custody on the part of one parent shall not deprive the other parent of the following authority as it relates to:

1. Receiving and inspecting their student's education records and consulting with school staff concerning the student's welfare and education, to the same extent as provided the parent having sole custody;
2. Authorizing emergency medical, dental, psychological, psychiatric or other health care for the student if the custodial parent is, for practical reasons, unavailable.

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

In the case of joint custody, the District will adhere to all conditions specified and ordered by the court.

The district will use reasonable methods to identify and authenticate the identity of both parents.

School staff is **not** permitted to deliver gifts, cards, flowers, balloons, etc., to a student from a non-custodial OR custodial parent, friend, or relative during the school day. Please refrain from sending recognitions of this nature for a student due to the resulting disruption.

DISCIPLINE

Policy: JG – Student Discipline

It is the policy of the Board to provide schools which are free from discrimination, ethically wholesome, safe and healthy. Each student is entitled to come to school in an environment in which learning is valued and disruptions are minimized.

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school- sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of rights of others.

The major objectives of the district discipline program are to teach the following fundamental concepts for living:

1. Understanding and respect for individual rights, dignity and safety;
2. Understanding and respect for the law, Board policies, administrative regulations and school rules;
3. Understanding of and respect for public and private property rights.

The superintendent will develop administrative regulations whereby those students who disrupt the educational setting or who endanger the safety of others, will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use approaches that are shown through research to be effective to correct behavioral problems, while supporting a students' attendance to school and classes. These regulations shall provide for:

1. Procedures that focus on changing the behavior of students who interfere with the rights of others, disrupt the educational setting or who endanger the safety of others;
2. Procedures that focus on changing the behavior of students who are not achieving to the highest level of reasonable expectations for their own learning;
3. A range of consequences for misbehavior that allow for professional judgment in best meeting the needs of the individual student by offering corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, use approaches that are shown through research to be effective; and
4. Appropriate consideration of due process procedures whenever applicable.

Examples include, but are not limited to, reprimands, conferences, detention and denial of participation in co-curricular and extracurricular activities. Titles and/or privileges available to or granted to students may be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, field trips, senior trip, prom, etc.).

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

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law. The district shall consider the age of the student and the student's past pattern of behavior prior to imposing the suspension or expulsion. The district will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

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

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

When an out-of-school suspension is imposed on a student in the fifth grade or lower, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

DISCIPLINE - SUSPENSION

Policy: JGD - *Suspension*

The Board authorizes student suspension for one or more of the following reasons:

1. Willful violation of school regulations;
2. Willful conduct that materially and substantially disrupts the rights of others to an education;
3. Willful conduct which endangers the student, other students or employees;
4. Willful conduct that damages or injures district property.

Parents, students and employees shall be notified by handbook, code of conduct or other document of acceptable behavior, behavior subject to discipline and the procedures to address behavior and the consequences of that behavior. These procedures will include a system of consequences designed to correct student misconduct and promote acceptable behavior.

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

- Non-accidental conduct causing serious physical harm to a student or employee;
- When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
- When the suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior, and return the student to a classroom setting to minimize the disruption of the student's academic instruction.

Each suspension will include a statement of the reasons for suspension, the length of the suspension and a plan for readmission and may include a plan for the student to make up school work; however, students under suspension are not guaranteed to be provided with homework assignments during the suspension period. No single suspension shall extend beyond ten school days. The district may require a student to attend school during non-school hours as an alternative to suspension. Every reasonable and prompt effort must be made to notify the parents of suspended students.

In emergency situations that are a result of risk to health and safety, the district may postpone the suspension notice process above until the emergency condition has passed.

Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent, or participate in activities directed or sponsored by the district. Exceptions may be authorized by the principal.

DISCIPLINE - EXPULSION

Policy: JGE - *Expulsion*

The Board is committed to providing a safe environment for all. A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year.

The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

No student may be expelled without a hearing unless the student's parents, or the student if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing.

When a recommendation for an expulsion is made and a hearing is not waived, the following procedure is required:

1. Notice will be given to the student and the parent by personal service or by certified mail at least five days prior to the scheduled hearing. Notice will include:
 - a. The specific charge or charges and the specific facts which support the charge or charges;
 - b. A statement of intent to consider the charges as reason for expulsion;
 - c. The student's rights to a hearing;
 - d. When and where the hearing will take place; and
 - e. The student may be represented by counsel or other persons

2. If the parent or student does not understand the English language, the district will provide an interpreter during the hearing. All communications will be in a manner that is understandable to the parents and student;
3. The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representative may be an attorney, parent, or other person. The district's attorney may be present;
4. The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings or other exhibits;
5. The student shall be permitted to be present and to hear the evidence presented by the district;
6. The hearings officer or the student may record the hearing;
7. Strict rules of evidence shall not apply to the proceedings; however, this shall not limit the hearings officer's control of the hearing;
8. A Board-conducted hearing or a Board review of the hearings officer's decision will be conducted in executive session unless the student or the student's parent requests a public hearing. If an executive session is held by the Board or a private hearing held by the hearings officer, the following will not be made public:
 - a) The name of the minor student;
 - b) The issues involved, including a student's confidential records;
 - c) The discussion;
 - d) The vote of the Board members, which may be taken in executive session when considering an expulsion.

Prior to expulsion for reasons other than a weapons violation, the district must notify the student and parents of alternative programs of instruction or instruction combined with counseling and document this notification.

DISCIPLINE - SERIOUS MISCONDUCT MATTERS

Oregon law requires students to comply with the written rules of the school district, to pursue the prescribed course of study, to submit to the lawful authority of staff, and to conduct themselves in an orderly fashion. Students will be subject to the components of restorative justice principles regarding misconduct. School officials may contact the appropriate law enforcement agency(ies). Some misconduct matters are listed below; additional detail can be found in district policies <http://policy.osba.org/gbsd>

1. Alcohol and Drugs

Policy: JFCG/JFCH/JFCI-AR - *Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems*
(See #13 for Tobacco and Inhalant Delivery Systems detail)

Student possession, use, distribution or sale of tobacco products, inhalant delivery systems, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near any district property or grounds, including parking lots, or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If possession, use, distribution or sale occurred near district grounds, disciplinary action may include removal from any or all extracurricular activities and/or denial or forfeiture of any school honors or privileges (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). If possession, use, distribution or sale occurred on district grounds, at school-sponsored activities or otherwise while the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion. Denial and/or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges may also be

imposed. A student may be referred to law enforcement officials. Parents will be notified of all violations involving their student and subsequent action taken by the school.

A referral to community resources and/or cessation programs designed to help the student overcome tobacco product, inhalant delivery system, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health care system.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

Any person under age 21 possessing a tobacco product or inhalant delivery system on district property, in a district facility or while attending a district-sponsored activity is in violation of state law.

Any person who distributes, sells or allows to be sold, tobacco products or any substance sold for the purpose of being smoked, vaporized or aerosolized, in any form, a tobacco-burning or inhalant delivery system device, to a person under 21 years of age is in violation of state law.

An unlawful drug is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy and any accompanying administrative regulation.

Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

2. **Bullying**- *See #7 Harassment/ Intimidation/ Bullying/ Cyberbullying/ Teen Dating Violence/Domestic Violence*

3. **Cheating** - *Cheating and Plagiarism*

Policy: JG –Student Discipline; JFC-Student Conduct

Students who cheat or plagiarize may be referred for disciplinary action and may fail the assignment, test, or project with a zero grade. If a zero grade is issued, the teacher will notify the parent(s) and keep a record of the act. A subsequent occurrence may result in removal from class with a failing grade, suspension, and/or expulsion from school.

4. **Cyberbullying**

Policy: JFCF – Hazing /Harassment/ Intimidation/ Bullying/ Menacing / Cyberbullying/ Teen Dating Violence/Domestic Violence

Cyberbullying is the use of any electronic communication device to harass, intimidate or bully.

Hazing, harassment, intimidation, bullying, menacing, and acts of cyberbullying by students are strictly prohibited. Retaliation against any person who reports, is thought to have reported, files a complaint, or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion and referral to law enforcement officials. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or

expelled at least twice for menacing another student or employee, willful damage to district property or for the use of threats, intimidation, harassment or coercion.

Written complaints related to Hazing / Harassment / Intimidation / Bullying / Menacing / and/or Cyberbullying should be submitted to the principal (forms available in school office.)

5. **Disruption**

Policy: JG –*Student Discipline*; JFC-*Student Conduct*

Any conduct that substantially disrupts school activity, or is likely to, is forbidden. Willful disobedience, open defiance of a staff member’s authority, threats of harm to persons or property, harassment or discrimination prohibited by school rules, including racial and sexual harassment, or language that creates an immediate danger of disruption to the orderly operation of the school or creates a clear and present danger of violation of the law or attendance regulations are prohibited. Students are also prohibited from making knowingly false statements or knowingly submitting false information in faith as part of a complaint or report, or associated with an investigation into misconduct.

6. **False Reporting Related to Threats of Violence**

Policy: JFCM – *Threats of Violence*

Intentionally giving false or misleading information to school officials (such as false 911 calls, bomb threats, etc.) or other false information that may lead to the disruption of the school or safety of individuals will be considered a violation of Policy JFCM. Students violating this policy are subject to disciplinary action up to and including expulsion and/or referral to law enforcement officials.

7. **Hazing / Harassment / Intimidation / Bullying / Menacing / Cyberbullying / Teen Dating Violence / Domestic Violence**

Policy: JFCF – *Hazing / Harassment / Intimidation / Bullying / Menacing / Cyberbullying / Teen Dating Violence/Domestic Violence*;

JFCM – *Threats of Violence*

Hazing, harassment, intimidation or, bullying, menacing, and acts of cyberbullying by students are strictly prohibited in the district. Teen dating violence is unacceptable behavior and prohibited. Each student has the right to a safe learning environment.

Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

“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 or grade level attainment. It is not a defense against hazing that the student subjected to hazing consented to or appeared to consent to the hazing.

“Harassment, intimidation, bullying and acts of cyberbullying” means any act that substantially interferes with a student’s educational benefits, opportunities or performance, that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation or at any official district bus stop, that may be based on, but not limited to, the protected class status of a person, having the effect of:

- Physically harming a student or damaging a student’s property;
- Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student’s property;

- Creating a hostile educational environment including interfering with the psychological wellbeing of the student.

“Menacing” includes any act intended to place a district employee, student, or third party in fear of imminent serious physical injury.

Teen dating violence means:

- 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, where one or both persons are 13 to 19 years of age; or
- Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is also strictly prohibited. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

The principal will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report his/her concerns to the principal who has overall responsibility for all investigations. Any employee who has knowledge of incidents of teen dating violence that took place on district property, at a district-sponsored activity or in a district vehicle or vehicle used for transporting students to a district activity, shall immediately report the incident to the principal. Failure of an employee to report an act of hazing, harassment, intimidation or bullying, menacing, or teen dating violence or an act of cyberbullying to the principal may be subject to remedial action, up to and including dismissal. Remedial action may not be based solely on an anonymous report.

Any student who has knowledge of conduct in violation of this policy or feels they have been subject to an act of hazing, harassment, intimidation or bullying, menacing, cyberbullying, or teen dating violence, is encouraged to immediately report his/her concerns to the principal who has overall responsibility for all investigations. Any volunteer who has knowledge of conduct in violation of this policy is encouraged to immediately report his/her concerns to the principal who has overall responsibility for all investigations. This report may be made anonymously. A student or volunteer may also report concerns to a teacher or counselor who will be responsible for notifying the principal or designee within the school.

Complaints against the principal shall be filed with his/her district supervisor. Complaints against the superintendent shall be filed with the Board chair.

The complainant shall be notified of the findings of the investigation and, as appropriate, that remedial action has been taken. The complainant may request that the superintendent, or designee, review the actions taken in the initial investigation, in accordance with administrative regulations and district complaint procedures.

The district shall incorporate into existing training programs for students, information related to the prevention of, and the appropriate response to, acts of harassment, intimidation, bullying or acts of cyberbullying.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grade 7 through 12.

The district shall incorporate into existing staff training programs information related to the prevention of, and the appropriate response to, acts of harassment, intimidation or bullying, teen dating violence, domestic violence and acts of cyberbullying.

The superintendent or designee shall be responsible for ensuring annual notice of this policy is provided in a student or employee handbook, on school and district websites, in school and district offices, and in the development of administrative regulations, including reporting and investigative procedures.

8. **Insubordination**

Policy: JG –*Student Discipline*; JFC–*Student Conduct*

Students will submit to the lawful authority of teachers, administrators, and other staff members. If the student believes that a staff member has behaved inappropriately, he/she and/or his/her parents may use the District’s complaint procedure to resolve the issue.

9. **Language – Inappropriate or Profane**

Policy: JG –*Student Discipline*; JFC–*Student Conduct*

The use of profane or obscene language is prohibited. Clothing with obscene or profane references and comments, and clothing with alcohol, tobacco, illicit drug and/or violence related references are prohibited.

10. **Personal Electronic Devices and Social Media**

Policy: JFCEB – *Personal Electronic Devices and Social Media*

Student possession or use of personal electronic devices on district property, in district facilities during the school day and while the student is in attendance at district-sponsored activities may be permitted subject to the limitations set forth in this policy and consistent with any additional school rules as may be established by the principal and approved by the superintendent.

A “personal electronic device” is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information and data.

Personal electronic devices shall be silenced or turned off during instructional or class time, during passing times between classes or at any other time where such use of the device would cause a disruption of school activities. Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in district-sponsored activities, unless as expressly authorized in advance by the principal or designee. Computers, tablets, iPads or similar devices brought to school will be restricted to academic activities and independent communications.

The district will not be liable for personal electronic devices brought to district property and district-sponsored activities. Personal electronic devices brought to district property or used in violation of this policy are subject to confiscation and will be released to the student’s parent or property owner, as appropriate.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative. The district will not be liable for information or comments posted by students on social media websites.

Exceptions to the prohibitions set forth in this policy may be made for health, safety or emergency reasons with prior principal or designee approval or when use is provided for in a student's individualized education program (IEP).

11. **Theft**

Policy: ECAB – *Vandalism/Malicious Mischief/Theft*;
JFC-*Student Conduct*

Any student who commits or attempts to commit an act of theft against a fellow student, the school district, or any other party, shall be subject to suspension or expulsion, and may be referred to the appropriate law enforcement agency. Any student who knowingly receives stolen property shall be subject to disciplinary action, which may include suspension or expulsion and possible referral to the appropriate law enforcement agency.

Please note: Students are urged not to bring valuables or large amounts of money to school. School lockers cannot be considered secure. The school is not responsible for items stolen from student storage areas, classrooms, locker rooms, parking areas, etc. The school assumes no responsibility for a student's personal belongings.

12. **Threats** - *Verbal or Written Threats*

Policy: JFCM – *Threats of Violence*; JFCF – *Cyberbullying*

Students who threaten others verbally, in writing, or electronically will be immediately reported to the school's principal. This includes written or verbal threats of a bomb or explosive device, violent acts toward the school, and/or individuals on or off the school campus. Consequences may range from temporary removal from school with psychological evaluation required prior to re-entry up to and including expulsion from the school program. The principal will provide necessary information regarding threats of violence to law enforcement, child protective services, and health-care professionals in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. Additionally, he/she may provide such information to other school officials, including teachers, within the district or other districts who have a legitimate educational interest in the student(s) consistent with state and federal education records laws and district policies.

13. **Tobacco and/or Inhalant Delivery Systems**

Policy: JFCG/JFCH/JFCI - *Use of Tobacco, Alcohol or Drugs or Inhalant Delivery Systems*

The use, distribution or sale of tobacco products or inhalant delivery systems by staff and all others is prohibited on district premises, in any building or facility, on district grounds, including parking lots, in any vehicle owned, leased, rented or chartered by the district, school or public charter school and at all school-sponsored activities.

Violation of this policy will lead to appropriate disciplinary action, up to and including expulsion, for students. When considering disciplinary action for a student with disabilities, the district must follow the requirements of Board policy JGDA/JGEA – Discipline of Students with Disabilities, including those involving functional behavioral assessment, change of placement, manifestation determination and an interim alternative educational setting. Community or school service may be required. A referral to law enforcement may be made. Parents will be notified of all violations involving their student and subsequent action taken by the school. Information about cessation support and/or tobacco education programs and how students can access these programs will be provided. At the discretion of the principal, attendance and completion of such programs, or successful completion of a behavior modification plan, may be allowed as a substitute for, or a part of student discipline.

For the purpose of this policy, “tobacco products” is defined to include, but not be limited to, any lighted or unlighted cigarette, pipe, cigar, cigarette, bidi, clove cigarette or any other smoking product, spit tobacco, also known as smokeless, dip, chew or snuff in any form.

For the purpose of this policy, “inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device; or a component of a device or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately.

Clothing, bags, hats and other personal items used to display, promote or advertise tobacco products, inhalant delivery systems, alcohol or unlawful drugs are prohibited on all district grounds, including parking lots, at school-sponsored activities and in district vehicles.

14. **Vandalism/Malicious Mischief**

Policy: ECAB – *Vandalism/Malicious Mischief/Theft*

Students who willfully destroy district property through vandalism/malicious mischief/theft or arson, who commit larceny or who create a hazard to the safety of other people on district property will be disciplined in accordance with state law and the Board’s policy on student suspensions/expulsions and referred to law enforcement authorities.

The district may file a criminal complaint and press charges against those committing acts of vandalism/malicious mischief/ theft of or against district property. Because incidents of willful or malicious abuse, destruction, defacing and theft of district property are clearly contrary to the best interests of the district and injurious to the rights and welfare of the entire community, it is the policy of the Board to seek all legal remedies against persons found to have committed such acts. Full restitution for the damage will be sought from such persons, or, in the case of minors, from their parents. Until such fees or restitutions are paid, certain restrictions and/or penalties may be imposed. Records requested by another district to determine a student’s appropriate placement may not be withheld.

15. **Weapon** - *The Possession, Handling, or Transporting of Any Weapon*

Policy: JFCJ – *Weapons in the Schools*

Students shall not bring, possess, conceal or use a weapon on district property, or at any activities, including those under the jurisdiction of the district or interscholastic activities administered by a voluntary organization.

In accordance with the federal Gun-Free School Zone Act, possession or discharge of a firearm in a school zone is prohibited. A “school zone” as defined by federal law means in or on school grounds or within 1,000 feet of school grounds.

For purposes of this policy, and as defined by state and federal law, “weapons” include:

Dangerous weapon - 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;

Deadly weapon - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;

Firearm - any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm muffler or silencer, or any destruction device;

Destructive Device includes but is not limited to any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any

destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device that is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

Weapons may also include, but not be limited to, knives, metal knuckles, straight razors, stun gun/tasers, airsoft pellet gun, noxious or irritating gases, poisons, unlawful drugs or other items fashioned with the intent to use, sell, harm, threaten or harass students, staff members, parents, community members, and patrons.

Replicas of weapons, fireworks, and pocket knives are also prohibited by Board policy. Exceptions to the District's replica prohibition may be granted only with prior building principal approval for certain curriculum or school-related activities. All of the above are subject to seizure or forfeiture.

Students found to have brought, possessed, concealed, or used a firearm in violation of this policy shall be expelled from school for a period of not less than one year. All other violations of the policy will result in discipline up to and including expulsion and/or referral to law enforcement, as appropriate.

The superintendent or designee may, on a case-by-case basis, modify this expulsion requirement. The superintendent may propose alternative programs of instruction or instruction combined with counseling that are appropriate and accessible to the student, and shall provide such information in writing to the student and the parent in accordance with the law. The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation, as provided by law. Appropriate disciplinary and/or legal action will be taken against students or others who assist in activity prohibited by this policy.

Special education students shall be disciplined in accordance with federal law and Board policy JGDA/JGEA - *Discipline of Students with Disabilities*, and accompanying administrative regulation.

Weapons under the control of law enforcement personnel are permitted. The superintendent may authorize other persons to possess weapons for courses, programs and activities approved by the district and conducted on district property including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports.

Bullets or shotgun shells (empty or otherwise) are not to be brought to school or any school function.

DISCIPLINE OF STUDENTS WITH DISABILITIES

Policy: JGDA/JGEA *Discipline of Students with Disabilities*

Significant detail can be found in the above policy as well as at your student's school. This is merely an overview.

When considering student disciplinary procedures that may result in removal of the student, the district follows all special education procedures and ensures the parent and the student are afforded the procedural safeguards of the Individuals with Disabilities Education Act (IDEA) if:

1. The student is receiving IEP services;
2. The student has not yet been identified as a student with a disability, but the district had knowledge that the student had a disability and needed special education.

For a violation of a code of conduct, the district may remove a student with a disability from a current educational placement to an appropriate interim alternative educational setting, another setting, or suspension, for up to 10 school days in a school year to the same extent, and with the same notice,

as for students without disabilities, if the removals do not constitute a pattern. The district may remove a student with disabilities for additional periods of up to 10 days if the removals do not constitute a pattern. The determination regarding whether a series of removals constitutes a pattern is subject to review in an expedited due process hearing.

Disciplinary removal of a student with a disability constitutes a change in the student's educational placement when the removal is for more than 10 consecutive school days, or the removal is for more than 10 cumulative school days and constitutes a pattern of removals. When considering whether to order a disciplinary change of placement the district may consider any unique circumstances on a case-by-case basis. Any decision to initiate a disciplinary change in placement requires a determination of whether the conduct leading to the disciplinary removal was caused by, or was substantially related to, the student's disability or was a direct result of the district's failure to implement the student's IEP.

For a violation involving drugs, weapons or the infliction of serious bodily injury, the district may remove a student with a disability from the student's current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 school days in a school year without regard to whether the behavior is a manifestation of the student's disability. This removal is considered a change in placement.

The district will provide educational services to a student who is suspended or expelled for more than 10 school days in a school year. These services may be provided in a different location or interim alternative educational setting as determined by the IEP and placement teams.

DRESS AND GROOMING

Policy: JFCA – *Student Dress and Grooming*

Dress or grooming, whether in school or out, is basically the responsibility of the student and his/her parents. When dress and grooming disrupts or directly interferes with the learning process for the individual student and/or other students, or endangers the health or safety of members of the school community, it may become necessary to take corrective action.

Student dress and grooming is the responsibility of the individual and his/her parents under the following guidelines:

- Dress and grooming shall be in keeping with health, hygiene and safety practices;
- When a student is participating in school activities, his/her dress and grooming shall not disrupt the performance or constitute a health threat to the individual or other students;
- Dress and grooming standards may be established by school authorities as a requirement for participation in the school activity program;
- Dress and grooming that disrupts the learning process shall not be permitted;
- Students shall not wear clothing, jewelry, tattoos, emblems, badges, symbols, signs or other things which are evidence of membership or affiliation in any gang;
- Students shall not wear clothing with obscene, profane, alcohol, tobacco, illicit drug and/or violence-related references.
- Be aware of any specific dress codes or guidelines at your individual school.

DRONES

Policy: ECACB– *Unmanned Aircraft System (UAS) aka Drone*

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

ELECTRONIC COMMUNICATIONS SYSTEMS

Policy: IIBGA– *Electronic Communications System*

Gresham-Barlow School District is not responsible for the enforcement of acceptable use policies off of school grounds / facilities. Parents/Guardians are responsible for and encouraged to supervise student computer/internet and social media use outside of school.

The Board is committed to the development and establishment of a quality, equitable and cost-effective electronic communications system. The system's sole purpose shall be for the advancement and promotion of learning and teaching.

The district's system will be used to provide statewide, national and global communications opportunities for staff and students. Students are allowed to use the District's system only for educational purposes, such as doing schoolwork, conducting research, creating classroom products, and appropriately communicating to others.

The superintendent will establish administrative regulations for the use of the district's system including compliance with the following provisions of the Children's Internet Protection Act:

- Technology protection measures, installed and in continuous operation, that protect against Internet access by both adults and minors to visual depictions that are obscene, child pornography or, with respect to the use of the computers by minors, harmful to minors;
- Educating minors about appropriate online behavior, including cyberbullying awareness and response, and how to interact with other individuals on social networking sites and real time messaging;
- Monitoring the online activities of minors;
- Denying access by minors to inappropriate matter on the Internet and World Wide Web;
- Ensuring the safety and security of minors when using e-mail, social media, real time messaging and other forms of direct electronic communications;
- Prohibiting unauthorized access, including so-called "hacking" and other unlawful activities by minors online;
- Prohibiting unauthorized disclosure, use and dissemination of personal information regarding minors;
- Installing measures designed to restrict minors' access to materials harmful to minors.

EMERGENCY CLOSURE

In the event of an emergency school closure, the district will use the following methods of communication to relay urgent information to district families and the community.

Auto Dialer Calls/Emails/Text Alerts

The district will use its parent communication system to make autodialer calls, send emails, and send text messages to notify parents of an emergency school closure. Please make sure the contact information your school has on file for you is accurate and up to date.

Flash Alert Emergency Notification System

This internet-based service is used to provide weather-related school closure information and important information in the event of an emergency. Parents can sign-up for email alerts and download the Flash Alert app to receive push notifications. To sign up for Flash Alert notifications, visit: <http://flashalert.net/news.html?id=66>.

District Website

Whenever possible, the district and school websites will be used to communicate school closures and other emergency messages. Check the district's home page at www.gresham.k12.or.us

Local Radio and TV Stations

Area media outlets will receive information and updates from the school district regarding emergencies.

School Announcements

Alternative methods of communication, such as emails, letters, or auto dialer messages may be used in the event of individual school situations. Please make sure the contact information your school has on file for you is accurate and up to date.

Snow Routes

Once snow routes are called in the morning, they will remain in effect that afternoon. This holds true even if weather and road conditions improve. Snow route information is available on the district's website at www.gresham.k12.or.us.

If a *two-hour* bad weather late opening is needed on any day, including late-start Wednesday, school will start two hours late from the usual start time for grades K-12 at the times below:

Elementary Schools	10:35
Middle Schools	11:05
Deep Creek-Damascus K-8 School	10:50
High Schools	9:35

EMERGENCY PROTOCOL and DRILLS

Gresham-Barlow School District has adopted the Emergency Protocol for responses to emergencies and critical incidents that occur in our schools (grades K-12). Please take a moment to review the four actions as they are crucial for all stakeholders.

What to expect during a lockout or lockdown situation is also reviewed with students and staff in numerous drills. The current terminology is:



Hold – *Stay in your room or area.* Some situations require students and staff to remain in their classrooms or stay out of access areas. For example, an altercation or medical issue in the hallway may require keeping students out of the halls until they are resolved.



Secure – *Get inside. Lock outside doors.* The threat or hazard is **outside** of the school building. Whether it's due to violence or criminal activity in the immediate neighborhood, or a dangerous animal near the playground. Secure uses the security of the physical facility to act as protection. Secure involves bringing students into the main building and locking all outside access points.



Lockdown – *Locks, Lights, Out of Sight.* The threat is **inside** of the school building and may include parental custody disputes, an intruder, an active shooter, etc. Lockdown uses classroom security to protect students and staff from the threat. This involves locking individual classroom doors or other access points, moving room occupants out of line of sight of the windows and maintaining silence.



Evacuate – *To the Announced Location.* There is a need to move students from one location to another, with a public address announcement, "Evacuate Type and Location."



Shelter – *Stating hazard and strategy.* The need for personal protection is necessary. Training will include events such as earthquake, tornado or Hazmat-airborne irritants, flood, etc.

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

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

ENGLISH LANGUAGE LEARNERS

Policy: *IGBI – English Language Learners*

Students whose primary language is a language other than English will be provided appropriate assistance until they are able to use English in a manner that allows effective, relevant participation in regular classroom instruction and other educational activities.

Parents (and/or guardians) who are not able to use English in a manner that allows effective, meaningful participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they understand.

EQUAL EDUCATIONAL OPPORTUNITIES

Every student of the district will be given equal educational opportunities regardless of age, sex, sexual orientation, gender identity, race, religion, color, national origin, disability, marital status, familial status, parental status, linguistic background, culture, socioeconomic status, capability or geographic location.

Concerns or questions should be directed to the program supervisor or administrator. Complaints can also be investigated using Board policy KL - Public Complaints.

EVERY STUDENT BELONGS

Policy: *ACB – Every Student Belongs*

Every student is 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.

The district prohibits the use or display of any symbols of hate on school property or in an educational program except where used in teaching curriculum that is aligned with state standards of education for public schools.

“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, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior.

“Symbol of hate” means nooses, symbols of neo-Nazi ideology or the battle flag of the Confederacy.

In responding to the use of any symbols of hate or bias incidents, the district will use non-disciplinary remedial action whenever appropriate. The district will use administrative regulation ACB-AR – Bias Incident Complaint Procedure to process reports or complaints of bias incidents.

FIELD TRIPS AND SPECIAL EVENTS

Policy: *IICA – Field Trips and Special Events*

Students need to be allowed to participate in and profit from carefully planned learning experiences that fall outside the normal school program/day.

Field trips and other curricular/co-curricular activities involving travel may be authorized by the superintendent or designee when such trips or activities contribute to the achievement of desirable educational/social/cultural goals. Such authorization is predicated on an acceptable plan for travel arrangements, parental involvement and volunteers who meet the requirements established in Board policy IICC - Volunteers, orientation of students and supervisors and support of the appropriate administrator(s).

In planning and authorizing such trips, primary consideration will be given to educational values derived, the safety and welfare of students involved, community standards of conduct and behavior on the part of all participants and the selection of appropriate adult supervision, either from within the school staff or from the parent and community volunteer pool.

Written parental permission must be obtained for each trip. The signed form showing parental approval and acknowledgment of student conduct guidelines will be maintained on file for a period of one year. Out-of-state travel requires Board approval.

FREEDOM OF EXPRESSION

Policy: IB – *Freedom of Expression*

IGDA – *Student Organizations*

Students have a general right to freedom of expression within the school system. The district requires, however, that students exercise their rights fairly, responsibly and in a manner not disruptive to other individuals or to the educational process.

Freedom of Student Inquiry and Expression

Generally, students and student organizations are free to examine and discuss questions of interest to them and to express opinions publicly and privately within the school system, provided such examination and expression is fair and responsible and is not disruptive to other individuals or to the educational process. Students may support or oppose causes by orderly means which do not disrupt other individuals or the operation of the school.

- In the classroom, students are free to examine views offered in any course of study, provided such examination is expressed in a responsible manner.

Freedom of Association

Students are free to organize associations to promote their common interests. Student organizations should be open to all students. Membership criteria may not exclude students on the basis 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. Each student organization must have a staff adviser to counsel and, when necessary, supervise students in the organization. All student organizations must submit to the school a statement of purpose, criteria for membership, rules and procedures. School administrators may establish reasonable rules and regulations governing the activity of student organizations. *See policy IGDA-Student Organizations.*

Publications K-8, Displays and Productions

On occasion, materials such as leaflets, newsletters, cartoons and other items including displays and productions are prepared, produced and/or distributed by students as part of the educational process and free expression in an academic community. Materials may be reviewed by the administrator or may be restricted or prohibited pursuant to legitimate educational concerns. Such concerns include:

- The material is or may be defamatory;

- The material is inappropriate based on the age, grade level and/or maturity of the reading audience;
- The material is poorly written, inadequately researched, biased or prejudiced;
- Whether there is an opportunity for a named individual or named individuals to make a response;
- Whether specific individuals may be identified even though the material does not use or give names;
- The material is or may be otherwise generally disruptive to the school environment. Such disruption may occur, e.g., if the material uses, advocates or condones the use of profane language or advocates or condones the commission of unlawful acts;
- Students, parents and members of the public might reasonably perceive the materials to bear the sanction or approval of the district.

High School Student Journalists

Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. "School-sponsored media" means materials that are prepared, substantially written, published or broadcast by student journalists, that are distributed or generally made available, either free of charge or for a fee, to members of the student body and that are prepared under the direction of a student media adviser. School-sponsored media does not include media intended for distribution or transmission solely in the classrooms in which they are produced.

School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions, pursuant to state and federal law. School-sponsored media cannot contain material that:

- Is libelous or slanderous;
- Is obscene, pervasively indecent or vulgar;
- Is factually inaccurate or does not meet journalistic standards established for school-sponsored media;
- Constitutes an unwarranted invasion of privacy;
- Violates federal or state law or regulation; or
- So incites students as to create a clear and present danger of:
 - The commission of unlawful acts on or off school premises;
 - The violation of district policies; or
 - The material and substantial disruption of the orderly operation of the school. A school official will base a forecast of material and substantial disruption on specific facts, including past experience in the school and current events influencing student behavior, and not on undifferentiated fear or apprehension.

Modifications or removal of items may be appealed in writing to the superintendent. The superintendent shall schedule a meeting within three school days of receiving the written appeal. Those present at the meeting shall include the individual(s) making the appeal, the individual(s) who made the decision to modify or remove materials and the superintendent. At the superintendent's discretion, the district's legal counsel may also attend the meeting. The superintendent shall make a decision within three school days of the meeting. The superintendent's decision shall be final and binding on all parties.

If the complainant is not satisfied with the decision of the superintendent, he/she may appeal to the Board under established district procedures.

FUNDRAISING ACTIVITIES

Policy: IGDF and AR – Student & District Fundraising Activities

Requirements for All Fundraising Activities – school based and district must:

- Be appropriate to the philosophy and goals of the district;
- Show a need to fund designated programs/activities;
- Support the approved program beyond the district budgeted funds;
- Consideration given not to impact other fund-raising activities;
- Indicate a timeline for raising funds;
- Develop criteria for disbursement of funds, which is in accordance with federal and state laws including the Internal Revenue Code and state tax laws, policies and guidelines.

School-Based Fundraising for the Support of District Budgeted Programs and Activities

All school-sponsored groups (French Club, National Honor Society, Odyssey of the Mind, Chess Club, etc.) and school-related groups (PTC, Booster Club, band parents, etc.) will submit a proposal to fundraise. Each proposal must be submitted to the principal and/or designee **30 days in advance** and will be reviewed by the principal and/or designee and will include the following:

- Description of activity;
- Rationale for the fund-raising;
- Date, time, location;
- Person(s) collecting and receipting money;
- How money will be used.

Each principal and/or designee will be responsible for the following:

- Coordinating all fund-raising activities within the school;
- Establishing appropriate accounting controls pursuant to the business office Best Practices guide;
- Ensuring a safe environment for students to conduct fund-raising activities.

All groups must have written permission from the principal or designee before any product is ordered or selling begins. Principals may develop and disseminate individual school guidelines for fund-raising as necessary beyond these regulations.

Student fundraising request and verification forms are attached to policy JGDF-AR on the GBSB website. <http://policy.osba.org/gbsd/>

GANGS and SECRET SOCIETIES

Policy: JFCE – Secret Societies/Gangs

The presence of members of secret societies/gangs and activities related to secret societies/gangs on campus or at off-campus, school-sponsored activities can cause a substantial disruption or material interference with school and school activities. A “gang” as defined by law means a group that identifies itself through the use of a name, unique appearance, or language, including hand signs, the claiming of geographical territory, or the espousing of a distinctive belief system that frequently results in criminal activity. (ORS 339.885)

No student on or about school property or at any school activity:

- Shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other things, which are evidence of membership or affiliation in any gang;
- Shall use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to:
 - Soliciting others for membership in any gangs;
 - Requesting any person to pay protection or otherwise intimidating or threatening any person;
 - Committing any other illegal act or other violation of district policies;
 - Inciting other students to act with physical violence upon any other person.

- Shall wear or display materials, devices, identifying markings or paraphernalia which are patently racially, religiously or sexually offensive, including those associated with clubs, sects or groups avowing or practicing discrimination against persons on the basis of age, race, color, religion, disability, marital status, national origin, sexual orientation or sex.

GRADUATION REQUIREMENTS

Policy: IKF AND IKF-AR - Graduation Requirements

Significant detail can be found in the above policy IKF-AR, <http://policy.osba.org/gbsd/> This is merely an overview.

The Board has established graduation requirements for the awarding of a standard high school diploma, a modified diploma, an extended diploma and a certificate of attendance, which meet or exceed state requirements. To earn a standard diploma, students must earn a minimum of 24 credits (outlined in the table below) and also successfully complete the personalized learning requirements outlined by the State of Oregon.

The district will ensure that students have access to the appropriate resources to earn a diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district will provide age appropriate and developmentally appropriate literacy instruction to all students until graduation.

GBSD Diploma Credit Requirements	Graduates of 2017 and Beyond
English	4 <i>(one unit in written composition)</i>
Math	3 <i>(Algebra 1 and above)</i>
Science	3
Health education	1
Physical Education	1
Social Science	3 <i>(Must include at least 0.5 credit from Civics)</i>
Fine Arts, Career & Technology Education, and/or World Language	3
Personal Financial Education	0.5 <i>(This requirement begins January 2027)</i>
Higher Education & Career Path Skills	0.5 <i>(This requirement begins January 2027)</i>
Electives	5
Total Credits	24

HEALTHY AND SAFE SCHOOLS PLAN

The Gresham-Barlow School District created a Healthy and Safe Schools Plan on December 28, 2016. This statement is provided as required by article (6) of OAR 581-022-2223 and is provided to the school board, all building occupants, and the community by making it available at the District administrative office and by posting it on the Facilities Department portion of the District’s website at <https://www.gresham.k12.or.us/Page/192>

This statement provides a high level summary of activities performed this past year and follows the format of the GBSD Healthy and Safe Schools plan dated 12/28/16.

Responsible Person: Terry Taylor, Director of Facilities
2020 SE Fleming Avenue
Gresham, OR 97080

taylor6@gresham.k12.or.us
503-258-4700

MATERIALS DISTRIBUTION

Policy: KJA – Freedom of Expression

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students for classroom use or to take home shall be submitted to the district office for approval. Materials themselves as well as the proposed method of distribution shall be subject to review.

NUTRITION SERVICES

Nutrition Services' purpose is to provide fresh, delicious, and nutritious meals to the students of the Gresham-Barlow School District. Breakfast and lunch are offered at all schools daily under the guidelines of the USDA School Breakfast Program, National School Lunch Program, and the Child and Adult Food Program. These programs are based on USDA dietary guidelines for children. The Nutrition Services department operates in conjunction with the Health and Wellness policies of the Gresham-Barlow School District. Evidence has consistently shown that students are more productive at learning when they are well nourished and free from hunger. At breakfast and lunch periods, students may bring food from home or purchase food from their school cafeteria.

Meal Prices:

	<u>1st Breakfast</u>	<u>1st Lunch</u>	<u>2nd Breakfast</u>	<u>2nd Lunch</u>
Elementary	Free	Free	\$2.00	\$2.40
Middle School	Free	Free	\$2.00	\$2.65
High School	Free	Free	\$2.00	\$2.80
Adults	\$2.00	\$4.25		

Meal Service for 2024-25

Meal service times will vary for each school building depending on their needs, but all schools will serve breakfast and lunch daily. All students have a meal account and an associated personal identification number (PIN) that is entered at the point-of-sale, which helps track eligibility, meal participation, ala carte purchases (for items like milk), deposits, and more. Students at all schools will use their PIN to receive a meal. Nutrition Services recommends that your child memorize their PIN.

Ala carte purchases, including milk without a meal, are an extra paid expense to students at all schools. These purchases can be covered by your student's meal account fund. Deposits to the account can be made in school by cash or check and should be made in the morning before classes begin. For your convenience, you may pay online for meals through MealTime on the District's website <https://www.gresham.k12.or.us/departments/nutrition-services/pay-for-school-meals-online>.

Note: MealTime charges a small transaction fee for credit card payments.

Refund Policy on Meal Accounts

Parents of graduating students who have a positive balance on their meal accounts may request a refund or transfer the remaining funds to another student's meal account. Funds may also be used to cover outstanding negative balances via donation.

Refunds must be requested through the Nutrition Services Department at the District Office (1331 NW Eastman Parkway; 503-261-4590). Please note: the district may require a minimum dollar amount in order to issue a refund.

Negative Balances on Meal Accounts

All student account balances, positive or negative, have carried forward from before the pandemic. This means that negative balances from previous school years are still due. Payments can be made via cash or check and should be made in the morning before classes begin. As a convenience, payment may be made online on the District's website

<https://www.gresham.k12.or.us/departments/nutrition-services/pay-for-school-meals-online>.

Note: MealTime charges a small transaction fee for this service.

Meal Charging Policy

Payment for meals and ala carte purchases is due at the time of service. To maintain an effective speed of service, we recommend that families prepay for meals by adding value to their child's account one to four weeks at a time. If there is insufficient value on a student's account at the time they get their meal, the account will be charged the full value of the meal, and any negative amount will be owed. No child is refused a meal for lack of payment.

Ala carte purchases, including "milk only" are not allowed without prepayment. Funds brought at the time of purchase may be applied first to the amount owed before allowing a new ala carte purchase.

Adults must prepay for all purchases. Adult staff and volunteers may be assigned a meals account. Please contact Nutrition Services (503-261-4590) for more information.

Inquiries and concerns about Nutrition Services may be directed to Tracey McDougall, Senior Director of Dining Services (503-261-4590) or Dennis Clague, Director of Finance(503-261-4550).

In accordance with Federal civil rights law and U.S. Department of Agriculture (USDA) civil rights regulations and policies, the USDA, its Agencies, offices, and employees, and institutions participating in or administering USDA programs are prohibited from discriminating based on race, color, national origin, sex (including gender identity and sexual orientation), disability, age, or reprisal or retaliation for prior civil rights activity.

Program information may be made available in languages other than English. Persons with disabilities who require alternative means of communication for program information (e.g. Braille, large print, audiotape, American Sign Language, etc.), should contact the responsible state or local agency that administers the program or USDA's TARGET Center at (202) 720-2600 (voice and TTY) or USDA through the Federal Relay Service at (800) 877-8339.

To file a program discrimination complaint, a Complainant should complete a Form AD-3027, USDA Program Discrimination Complaint Form, which can be obtained online at: <https://www.usda.gov/sites/default/files/documents/USDA-OASCR%20P-Complaint-Form-0508-0002-508-11-28-17Fax2Mail.pdf>, from any USDA office, by calling (866) 632-9992, or by writing a letter addressed to USDA. The letter must contain the complainant's name, address, telephone number, and a written description of the alleged discriminatory action in sufficient detail to inform the Assistant Secretary for Civil Rights (ASCR) about the nature and date of an alleged civil rights violation. The completed AD-3027 form or letter must be submitted to USDA by:

- (1) mail: U.S. Department of Agriculture
Office of the Assistant Secretary for Civil Rights
1400 Independence Avenue, SW
Washington, D.C. 20250-9410;
- (2) fax: (833) 256-1665 or (202) 690-7442; or
- (3) email: program.intake@usda.gov.

This institution is an equal opportunity provider.

PERSONAL PROPERTY - DISCLAIMER OF LIABILITY

All School Premises

Students are discouraged from bringing and leaving valuable personal property, (i.e. cell phones, iPods, iPads, and the like) on District premises other than normal school supplies, gym clothing, and personal clothing. The District cannot and will not assume liability for personal property loss due to fire or theft, nor for damage or destruction due to accidents, acts of vandalism, or any other cause, including all natural causes. Students choosing to bring personal property on school District premises do so at their own risk.

Parking Lots and Driveways

Although the District provides bicycle racks, driveways, and parking lots for the use of students, employees, and the public, the District assumes no liability for loss or damage occurring in connection with their use. All persons who use such facilities do so at their own risk.

Do not park in, or block access to, the marked disabled parking spaces.

For the safety of all students, it is imperative that parents adhere to the parking lot signs and requests imposed by the principal and other staff helping with loading and unloading of school busses. ***The congestion at drop off and pick up times can be dangerous when private automobiles are in an area intended for school buses.***

PROMOTION AND RETENTION OF STUDENTS

Policy: IKE, IKE-AR1, AR2, and AR3

Promotion and Retention of Students

Significant detail can be found in the policies shown above as well as with your child's teacher and building principal. This is merely an overview.

The general expectation for student progress within the K-12 program is promotion to the next grade level with their same-age peers. The decision to retain a student has long-term effects that go beyond academic impact, and a decision to whole-grade accelerate a student must be approached thoughtfully and systematically.

Retention

Research overwhelmingly supports the position that retaining students does not have an academic or social-emotional benefit. Student retention in the early/elementary grades can result in increased social adjustment challenges and frustrations with no related increase in academic achievement or growth in skills for the retained student at the middle and high school level. Although retention has sometimes been seen as a deterrent strategy to motivate a student to achieve, studies indicate early retention is "one of the most powerful predictors" for dropping out of school.

Any discussion of student retention will be conducted after documented grade-level achievement intervention strategies with same-age peers. Deliberation and decisions concerning satisfactory

student progress and retention will occur in partnership with appropriate school personnel, the student and the parent/guardian.

Decisions to retain a student are made on a case-by-case basis. Concerns and/or needs regarding an individual student's performance may be initiated as appropriate by staff, by the student and/or by the student's parent/guardian. The retention review process will consider all dimensions of student development. The parent/guardian will first discuss concerns with the classroom teacher, who will then discuss the concerns with the principal.

Whole Grade Acceleration

There are many ways to modify the curriculum for bright, talented students - enrichment, pullout programs, cooperative learning, compacting the curriculum, and single-subject acceleration. Each of these has a place within the current educational system - that is, each has been shown to be effective for some students in some instances.

The younger a student is when accelerated, the easier the adjustment. The best case-scenario is to implement whole grade acceleration at the start of the academic year, following an assessment and planning process that has occurred the previous spring. The years just before a move to another building, especially between elementary school and middle school, are difficult times for acceleration (i.e. from 4th to 6th grade). It is better to accelerate during the year prior to the transition year so that the student can participate fully in transition activities.

Any discussion of student whole-grade acceleration will be conducted after documented modification strategies.

Decisions to whole-grade accelerate a student are made on a case-by-case basis. The process may be initiated by the child's parent/guardian, by staff, or by the student. The whole-grade acceleration review process will consider all dimensions of student development. The parent/guardian will first discuss concerns with the classroom teachers, who will then discuss concerns with the principal. A teacher shall not initiate discussion of potential acceleration with a parent/legal guardian until authorized to do so by the principal.

By May 15, a conference will be conducted so members of the school team can meet directly with the parent/guardian and make a whole-grade acceleration determination. Refer to Policy IKE-AR3 for assessment detail.

RELIGION AND SCHOOLS

Policy: IGAC – Religion and Schools; IGAC-AR – Recognizing Religious Beliefs and Customs

Observances of Religious Holidays

The practice of the district shall be as follows:

1. Holidays which have a religious and secular basis may be observed in the public schools;
2. The historical and contemporary values and the origin of religious and secular holidays may be explained in an unbiased and objective manner without sectarian indoctrination;
3. Music, art, literature and drama having religious themes or bases are permitted as part of school-sponsored activities and programs if presented in a prudent and objective manner and as a traditional part of the cultural and religious heritage of the particular holiday;

4. The use of religious symbols that are a part of a religious holiday is permitted as a teaching aid or resource provided such symbols are displayed as an example of the cultural and religious heritage of the holiday and are temporary in nature;
5. The district's calendar should be prepared to minimize conflicts with religious holidays.

Religion in the Curriculum

1. The district supports the inclusion of religious literature, music, drama and the arts in the curriculum and in school activities provided it is intrinsic to the learning experience in the various fields of study and is presented objectively.
2. The emphasis on religious themes in the arts, literature and history should be only as extensive as necessary for a balanced and comprehensive study of these areas.
3. Curriculum and instruction includes theories, views and precepts.
4. Student-initiated expressions to questions or assignments which reflect their religious or nonreligious beliefs are permissible. For example, students are free to express religious or nonreligious belief in compositions, art forms, music, speech and debate.

Traditional Observances

Traditions are a cherished part of the community life and the district expresses an interest in maintaining those traditions which have had a significance to the community.

The practice of the district shall be as follows:

1. A baccalaureate service is traditionally religious in nature and shall not be sponsored by the district. One or more community groups may hold a baccalaureate service on district property or in a district facility, but must conform to the current community use policy.
2. A memorial service which is religious in nature shall not be sponsored by the district. One or more community groups or individuals may hold a memorial service on district property or in a district facility, but must conform to the current community use policy.

RESTITUTION

The parent will be informed of the problem area. The student will assume the responsibility for restitution of lost or damaged materials, equipment or other school property. Restitution may be monetary or through volunteer work/community service as determined by District officials. The student and the parent or parents having legal custody of the student may be liable for the amount of the assessed damages not to exceed \$5,000 plus costs, if legal action is required (ORS 339.270).

RESTRAINT AND/OR SECLUSION

Policy: JGAB, *Use of Restraint and Seclusion*

The use of physical restraint and/or seclusion is only permitted as a part of a behavioral support plan and/or when other less restrictive interventions would not be effective and the student's behavior poses a threat of imminent, serious physical harm to the student or others.

Except in the case of an emergency, only staff current in the required training in accordance with the district-designated physical restraint and seclusion training program will implement physical restraint or seclusion with a student. In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. Any student being restrained or secluded within the district whether in an emergency or as a part of a plan shall be constantly monitored by staff for the duration of the intervention. Any room used for seclusion of a student must meet the standards as outlined in OAR 581-021-0568.

When a restraint or seclusion is utilized, staff need to consider implementing a behavioral support plan if one is not currently in place. If one is in place, staff must review the plan and consider changes to the plan.

The district shall utilize an Oregon Department of Education approved training program to instruct staff about proper restraint and seclusion techniques for use in the district. As required by state regulation, the selected program shall include: behavioral support, prevention, de-escalation and crisis response techniques. Any program selected by the district must be in compliance with state and federal law with respect to the use of restraint and/or seclusion.

STUDENT SEARCHES and QUESTIONING and RELATIONS WITH LAW ENFORCEMENT AGENCIES



School officials must safeguard the rights of students, and represent students in certain situations. They also must cooperate with law enforcement in the legitimate pursuit of their duties. Gresham High School and Sam Barlow High School have a Gresham Police officer assigned to each building, known as the School Resource Officer (SRO). The SRO is a "member" of the school staff, and a sworn police officer. The SRO's are committed to assisting the District in addressing crime issues that may occur in the high schools.

Policy: JFG and JFG-AR – Student Searches and Questioning KN-AR(1) Relations with Law Enforcement Agencies

The Board seeks to assure a learning environment, which protects the health, safety and welfare of students and staff. To assist the Board in attaining these goals, district officials may search a student's person and property, including property assigned by the district for the student's use. District officials may seize any item which is evidence of a violation of law, district policy or rules, or which the possession or use of is prohibited by law, policy or rules.

1. A search may be conducted when there is reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school;
2. Item may be seized by district officials which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule;
3. A search of district property assigned to students including, but not limited to, lockers or desks may occur. Students will be notified that a search of district property has occurred and will be notified of any evidence or prohibited item seized;

4. At the time district property is assigned to students for their use, the district shall inform students of conditions for the use of such property and of the intent of the district to conduct searches from time to time.
5. The search shall be “reasonable in scope.” That is, the measures used are reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction.
6. Law enforcement searches ordinarily shall be based upon a warrant. Students may be searched by law enforcement officials on district property or when the student is under the jurisdiction of the district. District officials will attempt to notify the student’s parent(s) in advance and will be present for all such searches, whenever possible.
7. Routine inspections of district property assigned to students may be conducted at any time.
8. Use of drug-detection dogs and metal detectors, or similar detective devices, may be used only on the express authorization of the superintendent.

Law Enforcement Initiated Requests - Interviews/Investigations of Students

1. Interviews or investigations by law enforcement officials not based on allegations of the abuse of a child, a warrant for an arrest or search or probable cause that an illegal act or crime is occurring or has been committed on district property, may be permitted upon request and with principal or designee approval.
2. The law enforcement official shall contact the building administrator, properly identify himself/herself, inform the administrator of the nature of the investigation and provide the name of the student to be interviewed.
3. The building administrator shall verify and record the identity of the law enforcement official or other authority.
4. Requests to interview a student during school hours should be, in the opinion of the building administrator, important and urgent to justify interrupting school activities.
5. The building administrator will attempt to notify the student’s parent(s) prior to granting the interview. If the parent(s) does not give consent to have his/her son/daughter interviewed, then the interview should not take place.
6. If the parent(s) cannot be contacted, the building administrator may grant permission for the questioning to proceed if the student agrees to be interviewed or in the event of compelling emergency circumstances.
7. If the building administrator has been unable to contact the parent(s) then the building administrator shall make a reasonable attempt to notify the parent(s) as soon as possible after the interview.
8. All such interviews shall be conducted in privacy, out of the view of staff, students and others.
9. A building administrator shall be present at all times during the interview unless the student’s parent(s) is present and asks the administrator not to participate, or the district official is otherwise prohibited from being present by law.
10. The building administrator shall maintain a written record of all such interviews conducted.

STUDENTS WITH DISABILITIES

Significant detail can be found in GBSD policy section I: Instruction, <http://policy.osba.org/gbsd/I/index.asp> as well as at your student's school. The Student Support Services Office is the best resource for all questions relative to Special Education 503-261-4650. This is merely an overview.

CHILD IDENTIFICATION PROCEDURES

Policy: IGBA and IGBA-AR – Child Identification Procedures

The district implements an ongoing system to locate, identify and evaluate all children birth to age 21 residing within its jurisdiction who have disabilities and need Early Intervention, Early Childhood Special Education (EI/ECSE) or special education services. For preschool children the district is responsible for the evaluation(s) used to determine the eligibility of children for EI/ECSE services in accordance with OAR 581-015-2100. The district identifies all children with disabilities, regardless of the severity of their disabilities, including those who are:

1. Highly mobile, such as migrant and homeless children;
2. Wards of the state;
3. American Indian preschool children living on reservations;
4. Suspected of having a disability even though they have not failed, been retained in a course or a grade, and are advancing from grade to grade;
5. Home schooled;
6. Resident and nonresident students, including residents of other states, attending private (religious or secular) school located within the boundaries of the district;
7. Attending a public charter school located in the district;
8. Below the age of compulsory school attendance; or
9. Above the age of compulsory school attendance who have not graduated from high school with a regular diploma and have not completed the school year in which they reach their 21st birthday.

SPECIAL EDUCATION

PRIVATE SCHOOLS AND HOME SCHOOLED

Policy: IGBAI, Special Education-Private Schools

IGBAL, Special Education-Services for Home-Schooled Students with Disabilities

Significant detail can be found in the policies shown above. This is merely an overview.

PRIVATE SCHOOL

Individuals with Disabilities Education Act (IDEA) requires special education services for two different groups of private school students: those referred or placed by the district and those enrolled by parents. The law, rules and requirements for these groups of students are vastly different. It is the policy of the district to implement differentiated procedures and services for these groups.

The district shall ensure that a student with a disability who is placed in or referred to a private school or facility by the district is provided special education and related services at no cost to the parents, is provided an education that meets the standards that apply to education provided by the district and has all of the rights of a student with a disability who is served by the district.

If a student with a disability has a free appropriate public education available to him/her and the parents choose to place the student in a private school, the district is not required to pay the cost of the student's education, including special education and related services, at the private school.

All parentally-placed private school students attending a private school within the district's boundaries will be included in the district's special education private school student count and the private school students for whom the district may provide services.

HOME SCHOOLED

If the district receives notice that a parent intends to home school a student with a disability, the district will offer an opportunity for an individualized education program (IEP) meeting to consider providing special education and related services in conjunction with home schooling and will provide written notice to the parent that a free appropriate public education will be provided if the student enrolls in the district.

The district offers and documents to the parent an individualized education program (IEP) meeting to consider providing special education and related services to the student with a disability in conjunction with home schooling.

STUDENT HEALTH SERVICES

Our district provides student health services in partnership with the Multnomah Education Service District (MESD). <https://www.multnomahesd.org/school-health.html>

Policy: *JHC – Student Health Services and Requirements*

*JHCA/JHCB – Immunization, Physical Exam, Vision
Screening/Eye Examination and Dental Screening*

JHCC – Communicable Diseases

JHCCF – Pediculosis (Head Lice)

JHCD/JHCDA & AR – Medications

Significant detail can be found in the policies shown above. This is merely an overview.

Confidentiality - Health Information

Health information may be shared with school personnel on a “need to know” basis when information about your child’s health is necessary for school personnel to care for and respond to your child’s needs and if this information is needed by the school team to develop an individualized education plan that appropriately considers the health needs of your child.

Communicable Disease

The district shall provide reasonable protection for students against the risk of exposure to communicable disease. The district will follow the Oregon Department of Education and the state and local health authorities’ rules and regulations pertaining to communicable diseases.

Protection from communicable disease generally shall be through immunization, exclusion or other measures provided for in Oregon Revised Statutes and rules of the county health department. Services generally will not be provided to students excluded under this policy unless otherwise required by law.

Contagious Conditions

To decrease the spread of contagious conditions in schools:

- Tell the school office staff if your child has a contagious disease such as chicken pox, hepatitis A, COVID-19, or pertussis (whooping cough)
- Do not send your child to school with a rash or fever, diarrhea or vomiting, and keep home 24 hours after symptoms subside.

Emergency Information

The school **must have a way to reach you in an emergency**. Tell the school immediately about changes in work and home addresses and phone numbers for both you and emergency contact persons.

Head Lice

Parents are encouraged to check their children regularly for head lice. The American Association of Pediatrics, Center for Disease Control and Prevention and the National Association of School Nurses recommend that students with nits or active head lice not be excluded from school. The burden of unnecessary absenteeism to the students, families and the community far outweighs the risks associated with head lice. Periodic student head lice checks and whole class screenings are not recommended and will not be performed.

Criteria for screening an individual for lice are: persistent itching or scratching, known exposure to sibling or other close contact with active head lice or self-referral.

Students diagnosed with nits or active head lice will remain in school and participate in regular school activities, including riding the bus home at the end of the school day. They can go home at the end of the day, be treated and return to class after appropriate treatment has begun. Parents of students with nits or active head lice will be provided written treatment and effective preventative or management information on the day head lice is discovered. These students may return to school after treatment and will be rescreened by school staff. Parents will be advised to:

1. Use a lice-killing agent, which their health care provider, school nurse, local pharmacy or local health authority recommends, on all family members who demonstrate symptoms;
2. Follow personal and household cleaning instructions provided by the district, health care provider or local health authority, as appropriate;
3. Remove all nits after treatment.

Nits persist after treatment, but successful treatment will destroy active head lice. Head lice can be a nuisance but have not been shown to spread disease. Personal hygiene or cleanliness in the home or school has nothing to do with contracting head lice.

Parents must either accompany their child to school for re-admittance or provide a signed statement that treatment has been initiated. Parents of students who return to school without having proper treatment will be contacted immediately by school personnel with guidance on proper treatment and effective prevention or management. Parents of students who return to school on a subsequent day without having proper treatment will be asked to participate in a meeting with the principal and others, as determined by the principal, to discuss solutions. After the meeting, the student will be sent home with the parent so treatment may begin. The school staff will work to identify resources for parents who are unable to pay for proper treatment. Students with chronic head lice may be referred for follow-up to the school nurse or local health department.

Health Needs

To plan and provide for your child's special medical and mental health needs (for example diabetes, seizures or school anxiety) it is important to promptly tell the school and/or the school nurse:

- about new and changing health problems that can cause learning or safety problems at school.
- if your child is undergoing treatments that affect the immune system.
- when your child has a health condition that requires specialized care at school.

Health Screenings

In accordance with the requirements of the Every Student Succeeds Act of 2015 (ESSA), the district recognizes its responsibility to notify parents in advance of any nonemergency, invasive physical examination or screening that is required as condition of attendance; administered and scheduled by

the school in advance; and not necessary to protect the immediate health and safety of the student or of other students.

Vision Screening or Eye Examination – The parent/guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the educational program, submit a certification that the student has received a vision screening or eye examination. Exemptions are available.

Dental Screening - The parent/guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the educational program, submit a certification that the student has received a dental screening within the last 12 months. Exemptions are available.

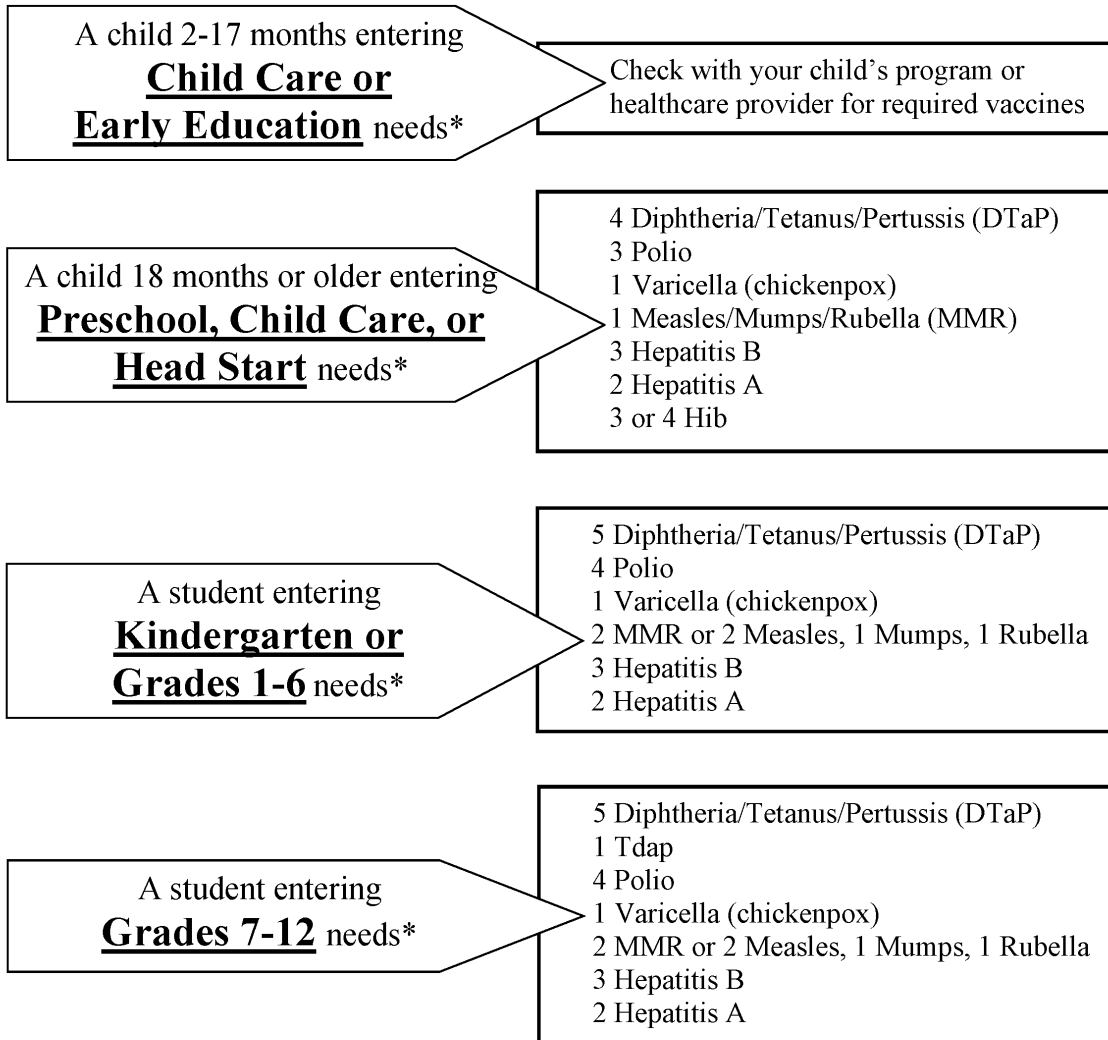
Immunizations and Oregon Law

Significant detail about immunizations and exemptions can be found on the MESD website under Student Health Services. <https://www.multnomahesd.org/school-health.html>

Proof of immunization must be presented prior to the time of initial enrollment in school or within 30 days of transfer to the district. Proof consists of a signed Certificate of Immunization Status form documenting either evidence of immunization or a religious, philosophical beliefs and/or medical exemption. Students not in compliance with immunization requirements may not attend school and will be excluded on state mandated exclusion day (3rd Wednesday in February). (*see chart below*)



Oregon law requires the following shots for school and child care attendance*



**At all ages and grades, the number of doses required varies by a child's age and how long ago they were vaccinated. Other vaccines may be recommended. Exemptions are also available. Please check with your child's school, child care or healthcare provider for details. 2/2024*

Medications - *Significant detail can be found in policy JHCDA & AR*

Prescription medication means any drug, chemical compound, suspension or preparation in suitable form for use as a curative or remedial substance taken either internally or externally, but not injected, except for pre-measured doses of epinephrine, medication to treat adrenal insufficiency and glucagon to treat severe hypoglycemia, and can be administered by a student under the written direction of a physician. Prescription medication also includes any prescription for bronchodilators or auto-injectable epinephrine prescribed by the student's Oregon licensed health care professional for asthma or severe allergies.

The school's nurse provides consultation about medication administration that must occur at school. Remember to **ask your medical provider if your child's medication can be given outside the school hours**. Only medication that is necessary to be given during the school day will be kept at school. By Oregon law, if medication must be given at school, you must do the following:

- Parent/Guardian to provide written signed permission (forms are available at school). ANY change to the medication will require the parent to update the medication form at the time of the change and provide a current medical prescription from the healthcare provider
- Make sure all prescription medication is in its original container and marked with the student's name, name of medication, dosage, frequency, etc. (Ask the pharmacist for an extra bottle for school when getting prescriptions.)
- **All medication must be delivered to school by the parent or responsible adult designated by the parent.** Students may not keep medications with them unless they are age-appropriate for the responsibility, have been identified as a self-manager, have written parent permission, and are cleared by the principal to do so. Students may carry only a single day's supply of medication.
- Make sure the school has an adequate supply of all medications required by your child.
- Pick up the medication when it is no longer needed at school. Medication that is needed all year must be picked up at the end of each school year. All medication not picked up by the end of the year will be destroyed pursuant to ORS 109.610, 109.640 or 109.675,
- Sharing and/or borrowing of any medication with another student is strictly prohibited.

Medication Given During Before and/or After School Programs

If your child is enrolled in a before or after school program and needs medication during those times, a separate supply of medication and a separate permission form from parent and/or doctor is needed. Consult with the before and after school program director regarding specific health and safety needs for your child in these programs.

School Nurses

The School Nurse is a registered nurse (RN) and is a key person for keeping students safe and well. The hours of the school's nurse vary and if the nurse is not available, staff trained in first aid can help children who become sick or injured at school. Generally the nurse is in the building one day each week for elementary and middle levels

The nurse will need information (for example, a health history, medical diagnosis and treatment) to assist students with special physical and mental health needs at school. The nurse may use this information to train designated school staff how to help your child at school.

School Health Assistants

In addition to the School Nurse, some schools have a school health assistant (SHA) on site to assist students; generally two hours per day. The SHA is not a nurse, but works under the direction of the nurse. SHAs provide first aid, administer medication, process immunization records, assist with health screenings, and provide delegated health care.

STUDENT FEES, FINES AND CHARGES

Policy: *JN, Student Fees, Fines and Charges*

No student will be denied an education because of their inability to pay supplementary fees.

No student, however, is exempt from charges for lost or damaged books, locks, materials, supplies and equipment.

All student fees and charges, both optional and required, will be listed and described annually in written form, and available to each student. Students will be advised of the due dates for such fees and charges as well as possible penalties for failure to pay them.

In accordance with the law and with Board policy, restrictions and/or penalties may be imposed until such fees, fines or charges are paid.

Contact your school's head secretary or bookkeeper to discuss possible payment arrangements.

STUDENT RECORDS

Policy: *JO/IGBAB and JO/IGBAB-AR - Education Records/ Records of Students with Disabilities*

JOA – *Directory Information*

JOB – *Personally Identifiable Information*

Education records are those records maintained by the district that are directly related to a student.

The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education.

The district shall maintain confidential education records of students in a manner that conforms to state and federal laws and regulations.

Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development.

The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services.

The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent.

The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement and free

appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district.

Parents of all students, including adult students, currently in attendance have a right to:

- Inspect and review the student's records;
- Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights;
- Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB - Personally Identifiable Information);
- File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
- Obtain a copy of the district's education records policy.

The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student.

Directory Information

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are designated as directory information and may be released to the public through appropriate procedures: the student's name, electronic address, student's photograph, participation in officially recognized activities and sports, weight and height (if on athletic team), grade level, and most recent schools attended.

The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information, the district's option to release such information and the requirement that the district must, by law upon request, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information.

Exclusions

Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be **submitted in writing** to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy.

- Directory information shall be released only with administrative direction.
- Directory information considered by the district to be detrimental will not be released.
- Information will not be given over the telephone except in health and safety emergencies.

At no point will a student's Social Security Number or student identification number be considered directory information. The district shall not, in accordance with state law, disclose personal information for the purpose of enforcement of federal immigration laws.

Personally Identifiable Information

Personally identifiable information will *not* be released without prior signed and dated consent of the parent, student 18 years or older or emancipated. This information includes, but is not limited to:

- Student's name, if excluded from directory information, as requested by the student/parent in writing;
- Name of the student's parent(s) or another family member;
- Address of the student or student's family, if excluded from directory information, as requested by the student/parent in writing;
- Personal identifier such as the student's social security number, student ID number or biometric record;
- A list of personal characteristics that would make the student's identity easily traceable such as student's date of birth, place of birth and mother's maiden name;
- Other information alone or in combination that would make the student's identity easily traceable;
- Other information requested by a person whom the district reasonably believes knows the identity of the student to whom the educational record relates.

STUDENT and PARENT RIGHTS AND RESPONSIBILITIES

Policy: JF/JFA, *Student Rights and Responsibilities*

Policy: KAB and KAB-AR, *Parental Right*

Student Rights

Students have the rights that are theirs by virtue of guarantees offered under federal and state constitutions and statutes. In connection with rights are responsibilities that must be assumed by students.

Among these student rights and responsibilities are the following:

- Civil rights – including the rights to equal educational opportunity and freedom from discrimination; the responsibility not to discriminate against others;
- The right to attend public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
- The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure his/her rights;
- The right to free inquiry and expression; the responsibility to observe reasonable rules regarding these rights;
- The right to privacy, which includes privacy in respect to the student's school records.

Students have the right to know the behavior standards expected of them as well as to know the consequences of misbehavior.

Parental Rights

In accordance with the Every Student Succeeds Act of 2015 (ESSA), the district affirms the following right of parents, upon request, to inspect:

1. a survey created by a third party before the survey is administered or distributed by the district to a student, including any district survey containing "covered survey items" as defined by ESSA;
2. any instructional material used by the district as part of the educational curriculum for the student;
3. any instrument used in the collection of personal information from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose.

As provided by law, parents of district students will also, upon request, be permitted to excuse their student from "covered activities" as defined by ESSA. The rights provided to parents under this policy, transfer to the student when the student turns 18 years of age, or is an emancipated minor under applicable state law.

The superintendent will ensure that activities requiring parental notification are provided as required by law and that reasonable notice of the adoption or continued use of this policy is provided to parents of students enrolled in district schools. The input of parents will be encouraged in the development, adoption and any subsequent revision of this policy

The following definitions and procedures will be used to implement the parental rights requirements as defined by ESSA:

Definitions

1. "Survey," as defined by federal law and as used in Board policy and this regulation, includes an evaluation. It does not apply to a survey administered to a student in accordance with the Individuals with Disabilities Education Act (IDEA);
2. "Covered survey items" means one or more of the following items: political affiliations or beliefs of the student or the student's family; mental and psychological problems of the student or the student's family; sex behavior or attitudes; illegal, antisocial, self-incriminating or demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged or analogous relationships, such as those of lawyers, physicians and ministers; religious practices, affiliations or beliefs of the student or the student's parent; and income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such a program;
3. "Covered activities" requiring notification under ESSA means those activities involving the collection, disclosure or use of personal information collected from students for the purpose of marketing or for selling that information or otherwise providing that information to others for that purpose; the administration of any survey containing one or more covered survey items; and any nonemergency, invasive physical examination or screening that is required as a condition of attendance, administered and scheduled by the school in advance and not necessary to protect the immediate health and safety of the student, or of other students. This provision does not apply to physical examinations or screenings that are permitted or required by law, including physical examinations or screenings permitted without parental notification;
4. "Third parties" include, but are not limited to, school volunteers, parents, school visitors, service contractors or others engaged in district business, such as employees of businesses or organizations participating in cooperative work programs with the district and others not directly subject to district control;
5. "Instructional material" means instructional content that is provided to a student, regardless of its format, including printed or representational materials, audiovisual materials and materials in electronic or digital formats (such as materials accessible through the Internet). The term does not include academic tests or academic assessments;
6. "Personal information" means individually identifiable information including a student or parent's first and last name; a home or other physical address (including street name and the name of the city or town); telephone number; or a social security identification number;
7. "Invasive physical examination" means any medical examination that involves the exposure of private body parts, or any act during such examination that includes incision, insertion or injection into the body. It does not include a hearing, vision or scoliosis screening and does not apply to any physical examination or screening that is permitted or required by an applicable state law, including physical examinations or screenings that are permitted without parental notification.

Requests to Inspect Materials

Parents may inspect surveys, instructional materials or instruments used to collect personal student information for marketing purposes before such items are administered or distributed by a school to a student as follows:

1. Requests may be directed to the school office by phone or in person;
2. Requests must be received by the district no later than five working days following receipt of notification by the district of its intent to administer or distribute such items;
3. Materials may be reviewed at the school office or mailed by the district;
4. Requests to mail materials must be accompanied by a self-addressed, stamped envelope.

Requests to Excuse Student from Covered Activities

A parent may request that his/her student be excused from participation in any of the following covered activities:

1. The collection, disclosure or use of personal information collected from students for the purpose of marketing or selling that information to others;
2. Any district or third party survey;
3. The administration of nonemergency, invasive physical examinations or screenings.

All such requests must be:

1. Directed to the principal in writing;
2. Received by the district no later than five working days following receipt of notification by the district of its intent to administer or distribute such items.

Student Privacy

The district recognizes its responsibility to protect student privacy in the event of administration or distribution of a survey to a student containing one or more covered survey items.

A student's personal information that may be collected as a result of such surveys will be released only with prior, written parental permission. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials, and any other parties to whom the district discloses personally identifiable information from educational records.

Notifications

Each principal shall be responsible for ensuring appropriate notification to parents of their rights under federal law, Board policy and this regulation. Accordingly, notification will:

1. Be made at least annually at the beginning of the school year or at other times during the school year when enrolling students for the first time in school;
2. Include the specific or approximate dates during the school year when covered activities are scheduled or expected to be scheduled.

STUDENT VEHICLE USE

Policy: JHFD – Student Vehicle Use

The administrator of each school or District property is authorized to establish regulations governing the use of motor vehicles on school or District property (*see section on closed campus*).

Continued parking privileges will be subject to the specific requirements of this policy and any other applicable policy and/or rules of the District. Parking privileges, including driving on district property, may be revoked by the principal for violations of Board policies, administrative regulations or school rules.

The District will post parking signs as appropriate. The District assumes no responsibility or liability for loss or damage to vehicles.

Bicycles

Bicycles ridden to school by students must be parked in the designated area on school grounds and locked. Students under the age of 16 must wear a helmet as required by law. The District assumes no responsibility or liability for loss or damage to bicycles.

Hoverboards

Hover boards create new safety challenges for schools to consider. Due to the liability of storing these devices for students and the associated concern of fire hazards, hoverboards may not be used, charged, or stored in or near school buildings.

Skateboards

For safety reasons, skateboard use is not permitted on school campuses, except as permitted by the school principal (e.g., safety assembly).

TALENTED AND GIFTED (TAG) PROGRAM AND/OR SERVICES

Policy: IGBB, *Talented and Gifted Program and/or Services*

IGBBA, *Talented and Gifted Students - Identification*

The district is committed to an educational program that recognizes, identifies and serves the unique strengths and needs of students identified as talented and gifted. Talented and gifted students demonstrate exceptional performance when compared to applicable developmental or learning progressions, with consideration given for variations in student's opportunity to learn and to culturally relevant indicators of ability.

In order to serve academically talented and intellectually gifted students in grades K-12, the district's identification process shall include as a minimum:

1. Use of evidence-based best practices that include a variety of tools and procedures to determine if a student demonstrates a pattern of exceptional performance and/or achievement that is relevant to the identification of TAG students under ORS 343.395.
2. Collection and use of multiple modes and methods of qualitative and quantitative evidence to allow appropriate members of a student's identification team to make a determination about the identification and eligibility of the students for TAG services, supports and/or programs; with no single test or piece of evidence eliminating a student from eligibility;
3. Use of methods and practices that minimize or seek to eliminate the effects of bias in assessment and identification of students from historically underrepresented populations including, but not limited to:
 1. Students who are racially/ethnically diverse;
 2. Students experiencing disability;
 3. Students who are culturally and/or linguistically diverse;
 4. Students experiencing poverty; and
 5. Students experiencing high mobility.
4. Incorporate assessments, tools, and procedures that will inform the development of an appropriate plan of instruction for students who are identified as TAG and describe how information from the assessments, tools, and procedures used in the identification for TAG students will be used to support development of the plan of instruction.
5. Identify how the educational record under ORS 326.565 of the student being considered will document and reflect the record of the team's decision and the procedures and data used by the team to make the decision.

A team shall make the final decisions on the identification of students. No single test, measure or score shall be the sole criterion. A record of the team's decision and the data used by the team to make the decision shall become part of the education record.

When a student is identified for TAG, the district shall inform parents of the programs and services available to their student and provide an opportunity for parents to provide input to, and discuss TAG instruction proposed for their student. Parents may request the withdrawal of their student from TAG at any time.

If a parent is dissatisfied with the identification process or placement of their student, they may submit an appeal through the accompanying administrative regulation, IGBBA-AR.

TITLE IA – PARENTAL and FAMILY INVOLVEMENT
Policy: IGBC, IGBC-AR – Title IA /Parental and Family Involvement

The Board recognizes that parental and family involvement is vital to achieve maximum educational growth for students participating in the district's Title IA program. Therefore, in compliance with federal law and Oregon Department of Education guidelines, the district shall meet with parents and families to provide information regarding their school's participation in the Title IA program and its requirements.

Parental and Family Engagement

A parental and family engagement policy shall be developed jointly, agreed upon with and distributed to parents and families of participating students. The district shall ensure:

1. Involvement of parents and family members in the joint development of the district's overall Title IA plan, and the development of support and improvement plan.
2. Coordination, technical assistance and other support necessary to assist participating schools in planning and implementing effective parent and family involvement activities to improve student academic achievement and school performance.
3. Development of activities that promote the schools', parents' and families' capacity for strong parent involvement.
4. Coordination and integration of parent and family engagement strategies with appropriate programs as provided by law.
5. Involvement of parents and families in the annual evaluation of the content and effectiveness of the policy in improving the academic quality of schools served under Title IA.
6. Identification of barriers to participation by parents in activities who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy or are of any racial or ethnic minority.
7. Findings of annual evaluations are used to design evidence-based strategies for more effective parental involvement and to revise, if necessary, the requirements of this plan.
8. Involvement of parents in the activities of schools served under Title IA.

District Title IA Plan

The district's Title IA plan shall ensure that all children receive a high quality education and to close the achievement gaps between children meeting the challenging state academic standards and those children who are not meeting such standards. As a part of the district's overall Title IA plan, the district shall ensure effective involvement of parents and families by promoting activities that support a partnership among the schools, parents, families and the community, and that promotes the improvement of student achievement. The district Title IA plan shall describe:

1. How the district will monitor progress in meeting state academic content standards.
2. How the district will identify and address any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced or out-of-field teachers.
3. How the district will use effective parental involvement practices.
4. The poverty criteria to select school attendance areas for participation.
5. The services provided in both schoolwide and in targeted assisted schools, and educational services outside of those schools as appropriate (e.g., children living in local institutions or a community day school program).
6. The services provided to homeless children and youth.
7. Effective parent and family engagement strategies used by the district.
8. If applicable, how the district will support, coordinate and integrate services with early childhood education programs including transition to local elementary schools.
9. In consultation with parents, administrators, specialized instructional support personnel, how the district will select the most eligible students in need of services in targeted assisted schools.
10. How the district will implement strategies to facilitate effective transitions of students from middle school to high school, and from high school to post-secondary education.
11. How the district will support efforts to reduce the overuse of discipline practices that remove students from the classroom.
12. If appropriate, how the district supports programs that coordinate and integrate academic and career technical education, including but not limited to, work-based learning opportunities.
13. Any other information on how the district proposes to use funds to meet the purpose of the Title IA program as the district determines appropriate.

Title IA School Plan

Each Title IA school in the district shall jointly develop a plan and distribute the plan to parents and family members of participating children that:

1. Describes the convening of an annual meeting to inform parents and family members of their school's participation in Title IA and explain the requirements of Title IA.
2. Involves parents and family members in the planning, review and improvement of programs under Title IA.
3. Shall provide assistance to parents of students served by the school in understanding such topics as the state's academic standards and student academic achievement standards, Title IA plan requirements, state and local academic assessments, and how to monitor a student's progress and work with educators to improve the achievement of their student.
4. Shall provide materials and training to help parents work with their student to improve their student's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement.

5. Shall educate teachers, student services personnel, principals and other staff, with the assistance of parents, in the value and utility of contributions of parents, how to reach out to, communicate with and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school.
6. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other federal, state and local programs, including public preschool programs and other programs that encourage and support parents in fully participating in the education of their children.
7. Shall ensure, to the extent practicable, that information related to school and parent programs, meetings, and other activities is sent to the parents of participating students in a format and language the parents can understand.
8. May involve parents in the development of training of teachers, principals and other educators to improve the effectiveness of such training.
9. May provide necessary parent literacy training from Title IA funds received if the district has exhausted all other reasonably available sources of funding for such training.
10. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child-care costs, to enable parents to participate in school-related activities (i.e., meetings and training sessions).
11. May train and support parents to enhance the involvement of other parents.
12. May arrange school meetings at a variety of times or conduct in-home conferences between teachers or other educators in order to maximize parental involvement and participation.
13. May establish a districtwide parent advisory council to provide advice on all matters related to parental involvement in Title IA programs.
14. May develop appropriate roles for community-based organizations and businesses in parental involvement activities.
15. May adopt and implement model approaches to improving parental involvement.
16. Shall provide such other reasonable support for parental involvement activities consistent with Title IA requirements as parents may request.

School-Parent Compact

A school-parent compact shall be developed for each of the district's Title IA schools. The compact shall:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables students to meet the state's academic achievement standards.
2. Describe the ways in which each parent will be responsible for supporting their student's learning.
3. Address the importance of ongoing communication between teachers and parents through:
 - a. Annual parent-teacher conferences at the elementary school level; and
 - b. Frequent reporting to parents on their student's progress.

The district shall provide opportunities for the participation of parents with limited English proficiency, parents with disabilities, parents of homeless students and parents of migratory students, to volunteer and participate in their student's class and observe classroom activities. Information and school reports, to the extent practicable, will be provided in a format and language parents can understand.

TRANSFERS

Policy: JECC & AR – *Assignment of Students to Schools*

Attendance areas are established for all schools in the district. Students are expected to attend the school serving the place of residence of their parents/guardians, or in the case of emancipated students, where the student resides. When overcrowding exists or a different school placement is considered to be in the best interest of the student, a student can be assigned to a different school.

Student transfers may be denied or revoked for the following reasons: overcrowding at the requested building; school boundary change; irregular attendance; chronic tardiness; violation of school rules; failure to make academic progress; or because the student poses a specific threat to the safety of students or staff at the school.

Students whose residence changes within the district boundaries during the regular school year may continue in the school serving the former residence until the end of the school year. Requests to continue in attendance for the following school year will be by application.

Transportation to and from the school to which the student will transfer will be the responsibility of the parent/guardian and student.

In-District Transfer – begins March 1. This is a request for those who live in the Gresham-Barlow School District and want to move their student to another school *within* the Gresham-Barlow School District. Application form and details are in school newsletters and on the district and school websites.

Interdistrict Transfer – usually begins May 1. If you want to attend school within Gresham-Barlow and you reside outside of our district boundaries, you will need to apply and obtain a release from the district where you reside. If you live in Gresham-Barlow boundaries, and you want to attend a school in another district, you will need to apply and obtain a release from Gresham-Barlow before seeking placement in another district.

NON-SCHOOL-SPONSORED TRIPS

Policy: IGDK and IGDK-AR – *Non-School Sponsored Study and Athletic Tours/Trips/Competitions*

The District does not sponsor, endorse, or financially contribute to the variety of outside-sponsored study and athletic tours, trips, and/or competitions available to students.

Private groups and organizations may be permitted to use District facilities and equipment during non-school or non-instructional time to organize trips. Permission for use may be obtained by completing the appropriate Facility Use Request Form available in the school office. The access to facilities and equipment is provided equally to outside organizations and/or agencies and does not constitute an endorsement of a program by the District.

Staff members are prohibited from using their contact with students to advertise or recruit for summer or other travel that involves their supervision of students.

PUBLIC SOLICITATION IN DISTRICT FACILITIES

Policy: KI *Public Solicitation In District Facilities*

The solicitation and sale of travel services to students on district property, at activities under the jurisdiction of the district and at interscholastic activities administered by a voluntary organization may be permitted only with specific approval of the superintendent.

This includes sale of services to students by any person or group that sells, provides, furnishes, contracts for, arranges or advertises travel services.

Sellers of travel services must meet the following district criteria:

1. Belong to an association of sellers of travel certified by the director of the Department of Consumer and Business Services;
2. Provide proof of errors and omissions insurance;
3. Provide proof of a client trust account or performance bond;
4. Submit references;
5. Include in all information provided to students and parents that drug, alcohol and tobacco use will be prohibited;
6. Include in all information provided to students and parents a statement that the activity is a non-school-sponsored event;
7. Other criteria, as appropriate.

VIDEOS IN SCHOOLS

Policy: IIABB and IIABB-AR

Use of Feature Films / Videos in the School

The Board recognizes that the showing of commercially-produced and rated feature films and videos may have a legitimate purpose in a school's educational program. However, since the content of these feature films customarily is designed for general audience viewing, the Board contends that certain precautions should be taken to ensure the showing of a particular film is consistent with the educational values espoused by the District. Only films with administrative approval may be shown as part of the school program. Teachers should not assign the viewing of a film as a part of course work unless the film/video meets the above requirements.

VOLUNTEERS

Policy: IICC, *Volunteers*

<https://www.gresham.k12.or.us/domain/19>

Those who voluntarily contribute their time and talents to the improvement of the public schools' instruction, community education, and other programs are valuable assets. The district encourages constructive participation of groups and individuals in our schools, other district offices, and programs to perform appropriate tasks during and after school hours under the direction and supervision of professional personnel.

Any person authorized by the district for volunteer service into a position that allows direct, unsupervised contact with students shall be required to undergo an in-state criminal records check every two years. Any volunteer allowed to have direct, unsupervised contact with students, in a position identified by the district as requiring fingerprinting, shall undergo a criminal records check and fingerprinting. (See Board policy GCDA/GDDA - Criminal Records Checks and Fingerprinting and its accompanying administrative

regulation.) Any person authorized by the district for volunteer service that will not likely have direct, unsupervised contact with students will not be required to undergo an in-state criminal records check.

Any volunteer who knowingly makes a false statement, as determined by the district, on a district volunteer application form may be denied the ability to volunteer in the district.