2025-2026

Riverdale School District Student-Family Handbook

11733 S BREYMAN AVENUE
PORTLAND OR 97219
www.riverdaleschool.com
503-262-4840

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Handbook Introduction

The material covered within this student handbook is intended as a method of communicating to students and caregivers regarding general district information, rules, and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation, or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation, or collective bargaining agreement. Board policies are available at each school office and the district office during business hours and the district website.

Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice. Notification may be provided when appropriate.

Civil Rights Resources

Example Documents/Resources

None of these documents are comprehensive resources on the rights of students to be free from discrimination generally, but all offer examples of formats to potentially utilize, content sections to possibly include (e.g., what are my rights? Who do I contact? What are examples of discrimination?), etc.

- Office for Civil RightsFact Sheets for Students and Families:
    - Confronting Discrimination Based on National Origin and Immigration Status
    - Know Your Rights: Title VI and Religion
    - Fact Sheet on Protecting Students from Discrimination Based on Shared Ancestry or Ethnic Characteristics
    - Fact Sheet: What Are Public Schools Required to Do When Students with Disabilities Are Bullied?
        - Supporting Equal Opportunity in Athletic Programs
    - Know Your Rights: Pregnant or Parenting? Title IX Protects You From Discrimination At School
        - Fact Sheet on Supporting Intersex Students
- ODE Supporting LGBTQ2SIA+ Students in Oregon
- Brookings-Harbor Title IX Resource Flyer

Oregon Laws

Oregon Discrimination Law - Age, Color, Disability, Gender Identity, Marital Status, National Origin, Race, Religion, Sex, and Sexual Orientation

ORS 659.850 and OAR 581-021-0045 to OAR 581-021-0046 - Discrimination Prohibited

- “A person in Oregon may not be subjected to discrimination in any public elementary or secondary school, educational program or service, or interschool activity where the program, service, school, or activity is financed in whole or part by monies appropriated by the Legislative Assembly.” - OAR 581-021-0045(2)
- “‘Discrimination' means any act that that unreasonably differentiates treatment, intended or unintended, or any act that is fair in form but discriminatory in operation, either of which is based on age, disability, national origin, race, color, marital status, religion, sex, sexual orientation, or gender identity;” - OAR 581-021-0045(1)(b)

    - Discrimination includes treatment by the district (or an employee of the district) and harassment (including peer-to-peer harassment) of which the district is made aware.
- "Districts are required to have complaint processes in place to address discrimination. Any person may submit a complaint of discrimination to the district." - OAR 581-022-2730(1)(c)

Overlapping Oregon Laws that Further Define Discrimination

The CROWN Act

- The CROWN act prohibits discrimination based on protective hairstyles. Protective hairstyles are defined as "hair color or manner of wearing hair that includes, but is not limited to, braids, regardless of whether the braids are created with extensions or styled with adornments, locs, and twists." The law also expands the definition of "race" under ORS 659A to include "physical characteristics that are historically associated with race, including but not limited to natural hair, hair texture, hair type, and protective hairstyles."
- See OAR 581-021-0045 for associated definitions

Senate Bill 819 (Abbreviated School Day Rules)

- "Students with disabilities have a right to meaningful access to the same number of hours of instruction and educational services as the majority of students without disabilities who are in the same grade within the student's resident school district. Removal from school is neither a service nor support for students with disabilities. Use of an abbreviated school day program for students with disabilities should be infrequent and, under most circumstances, should be used for a limited duration."

Sexual Harassment (ORS 342.700 - 342.708, OAR 581-021-0038)

- Sexual harassment is a form of sex discrimination. When any person at the school (student, employee, or third party) experiences sexual harassment, the school has to respond to and investigate the harassment, provide supportive measures for harmed students, and remedy any hostile environment that occurs as a result of the harassment.

Federal Laws

All of the federal laws listed below apply to any education program that receives federal funding, and to all parts of that education program (which includes curricular programs, extracurricular activities, field trips, athletics, etc.)

OCR's Supporting Educational Environments Free From Discrimination resource has additional resources for specific areas of education that each law applies to.

Title VI

"No person in the United States shall, on the ground of race, color, or national origin be excluded from participation in, be denied the benefits of, or be otherwise subjected to discrimination under any program which receives Federal financial assistance." -34 CFR 100.3(a)

Title IX - Sex, Sexual Orientation, and Gender Identity

"No person in the United States shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity receiving Federal financial assistance." -20 U.S.C. 1681, implementing regulations at 34 CFR Part 106

- In 2021, OCR issued a notice of interpretation stating that "sex discrimination" would be interpreted to also include sexual orientation and gender identity.

Section 504 of the Rehabilitation Act of 1973

No qualified person with a disability shall, on the basis of disability, "be excluded from participation in, be denied the benefits of, or otherwise be subjected to discrimination under any program or activity which receives Federal financial assistance." -34 CFR 104.4(a)

Person with a disability means any person who:

> "(i) has a physical or mental impairment which substantially limits one or more major life activities, (ii) has a record of such an impairment, or (iii) is regarded as having such an impairment." -34 CFR 104.3(j)

Districts shall provide a free appropriate public education to each student with a disability. 34 CFR 104.33(a)

Nondiscrimination Statement

- ***Policy Reference: AC Nondiscrimination and Civil Rights & AC-AR: Discrimination Complaint Procedure***

Riverdale School District does not discriminate and prohibits discrimination and harassment on any basis protected by law, including but not limited to, an individual's perceived or actual race, religion, color, national or ethnic origin, mental or physical disability, marital status, sex, sexual orientation, gender identity, age, pregnancy, familial status, economic status, veterans' status, or genetic information in providing education or access to benefits of education services, activities, and programs in accordance with Titles VI and VII of the Civil Rights Act, Title IX of the Education Amendments, and other applicable civil rights or discrimination laws; Section 504 of the Rehabilitation Act; the Americans with Disabilities Act; the Americans with Disabilities Act Amendments Act; and Title II of the Genetic Information Nondiscrimination Act. RSD does not discriminate and prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered to students; student assignment to schools and classes; student discipline; location and use of facilities; educational offerings and materials; and accommodating the public at public meetings.

Title IX Coordinator: Chris Russo 503-262-4840.
ADA Coordinator: Tammie Wing 503-262-4840.
RGS Section 504 Coordinator: Heather Johnston 503-262-4842.
RHS Section 504 Coordinator: Carissa Trepka 503-262-4844.

Link to Non Discrimination Policy AC and Discrimination Complaint Procedure Policy AC-AR.

Equity Statement

Riverdale School District is committed to the success of every student in each of our schools. For that success to occur, the District is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. "Achieving equity" means students' identities will not predict or predetermine their success in school. Toward this end, the District adopted an Anti-Racism Resolution, which serves as a pillar to actualizing this through an anti-racist and social justice lens as we serve every student in our schools. The district has also adopted a Bias Incident Complaint Procedure as part of the All Students Belong Policy, which establishes what constitutes a bias incident and outlines a procedure for handling incidents. All students are entitled to a high quality

educational experience, free from discrimination or harassment based on actual or perceived: color, disability, ethnicity, gender identity, linguistic diversity, nationality status, neurodiversity, national origin, race, religious or spiritual beliefs, sexual orientation, size/body type, or socioeconomic status.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

Equity Lens

This equity lens helps educators and decision-makers recognize institutional and systemic barriers and discriminatory practices that have limited student success in the Oregon education system. The equity lens emphasizes underserved students, such as out of school youth, English Language Learners, and students of color with a particular focus on racial equity. The focus of this equity lens is on race and ethnicity. This is based on an understanding that when we focus on racial disparities as a lens to consider investments for each and every student and community, we can and will generate opportunity and improvement in every area of educational practice and performance. Centering racial equity is rooted in the historical context of Oregon and is the path through which we can heal while targeting areas of action, intervention and investment. The questions offered can and should be adapted to ask questions regarding each of the focal groups named in the Student Success Act as being farthest away from opportunity and deserving our collective attention.

View the Beliefs & Questions to Support Equity Work from ODE's Equity Lens here.

Land Acknowledgment

We would like to acknowledge and honor the Indigenous people on whose traditional and ancestral homelands the Riverdale School District is located: the Multnomah, Kathlamet, Clackamas, Tumwater, and Watalala bands of the Chinook; the Tualatin Kalapuya; and many other Indigenous nations of the Columbia River. It is important to acknowledge the ancestors of this place and recognize that we are here because of the sacrifices forced upon them. In remembering these communities, we honor their legacy, their lives, and their descendants.

This Land Acknowledgement is adapted from Lewis and Clark College.

Riverdale School District's Mission

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

Riverdale High School's Mission

Riverdale High School offers an intimate approach focused on individualized, college preparatory education and complemented by a wide range of co-curricular activities. Honors coursework is available for all core classes and students perform 90 hours of community service and complete an intensive capstone project.

An Eye Toward College

The college-going culture at Riverdale High School begins freshman year. And upon graduation, our seniors possess the skills, motivation and self-awareness needed to succeed in college and in life. Riverdale graduates continue their academic careers at some of the nation's finest colleges and universities.

Riverdale Grade School's Mission

Riverdale Grade School provides an exceptional, academically rigorous, comprehensive kindergarten through 8th grade program. Our engaging faculty, project-based learning, integrated arts, and friendly students and parents make this community everything that it is – an exciting, energetic place where your child will be challenged intellectually and welcomed for who they are.

Board Members

View our current board members on our website under About Us > School Board & Policy > School Board Members.

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

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

All Riverdale School Board regular meetings begin at 6 p.m. and are open to the public. Meetings are held at the Riverdale Grade School Library, unless otherwise noted. Public participation time is scheduled at each regular meeting to allow community members the opportunity to share information or concerns about educational issues. More information as well as board meeting agendas and minutes can be found on our website under About Us > School Board & Policy. Board Policies can be found on the OSBA website.

Staff Members

- View our current board members on our website under About Us > Contact Us.

District Calendar

- The most recent calendar can be found on our website under the Calendar tab.

Athletics

- For more information on our sports offerings, visit the Athletics section of our website.

Bell Schedules

- View the high school schedule on their website under Academics > Daily Schedule.
- View the grade school schedule on their website under School Day > Daily Schedule.

ACADEMIC ELIGIBILITY

- ***From Student-Athlete Handbook***

High School
Unless a student has applied for and been granted a waiver by the Principal, students who plan to be in athletics, clubs, and/or activities must have passed 4 of 5 classes in the prior term and must have a cumulative GPA of 2.0 or higher.

In order to remain eligible for participation during any term all students must be passing 4 of 5 classes with a combined GPA of 2.0 or higher for that term as well. Grades will be checked for progress every two weeks, and it will determine the status of each athlete.

During in season grade checks students will fall under one of these categories every two weeks from grade checks:

Eligible: Student is passing at least 4 of 5 classes and has a minimum 2.0 GPA required. Students are eligible to practice and play in contests.

Probationary: Student is not passing at least 4 of 5 classes or does not have a minimum 2.0 GPA. Students have 1 week to get themselves back to eligible status. Students can practice and play, however coaches, parents and teachers are notified of probationary status. Students will be allowed one probationary period per season.

In-Eligible: Any student who does not return themselves to eligible status after a probationary period will be determined In-Eligible until the next grading period. During the next grading cycle if the student remains ineligible they will again be out for an additional 1 week period.

Grade School
Unless a student has applied for and been granted a waiver by the Principal, students who plan to be in athletics, clubs, and/or activities must be passing 5 of 7 classes with a combined GPA of 2.0 or higher for that term. Grades will be checked for progress every two weeks, and it will determine the status of each athlete.

During in season grade checks students will fall under one of these categories every two weeks from grade checks:

Eligible: Student is passing at least 5 of 7 classes and has a minimum 2.0 GPA required. Students are eligible to practice and play in contests.

Probationary: Student is not passing at least 5 of 7 classes or does not have a minimum 2.0 GPA. Students have 1 week to get themselves back to eligible status. Students can practice and play, however coaches, parents and teachers are notified of probationary status. Students will be allowed one probationary period per season.

In-Eligible: Any student who does not return themselves to eligible status after a probationary period will be determined In-Eligible until the next grading period. During the next grading cycle if the student remains ineligible they will again be out for an additional 1 week period.

ACADEMIC INTEGRITY

- ***Policy Reference: IKI – Academic Integrity***

Students are expected to put forth their best effort on tests and assignments. Assisting others is prohibited when it would constitute academic dishonesty. Academic dishonesty includes, but is not limited to, using or sharing prohibited study aides or other written materials on tests and assignments; sharing, collaborating, or communicating with others on tests or assignments, before or during tests or assignments, in violation of directions by the class instructor; and knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.

Violation of the policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense.

Academic Integrity

Students are expected to do their own work at all times. Cheating and plagiarism of any kind are wrong, and infractions will not be tolerated.
Much of the instruction at Riverdale High School is based on inquiry. We teach students to find the best information, in whatever format, to interpret it, and to share their findings with others. We expect students to honor intellectual property and avoid plagiarism (which includes but is not limited to copying or turning in another person's work as your own work). Students will:
•Respect copyright/intellectual property rights of creators and producers (always cite others' work).
•Seek divergent perspectives during information gathering and assessment.
•Follow ethical and legal guidelines in gathering and using information.
•Contribute to the exchange of ideas within the learning community in an ethical fashion.
•Use information technology responsibly. Never publish the art or writing of any other person or Artificial Intelligence third-party service or site (AI-generated content) as though it were your own.

Cheating

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

Plagiarism Policy

Notice: Riverdale School District has updated its Plagiarism Policy in response to the changing digital landscape. Our policy now forbids the representation of content created by Artificial Intelligence or other text generators as original works. For a copy of the policy or more information about how we are teaching students and staff to respond to this emerging technology and what we can learn from it, please speak with the Humanities staff.

ADMISSION

- ***Policy Reference: JEC – Admissions, JECA - Admission of Resident Students, JECAA - Admission of Part-Time Private School Students, JECB - Admission of Nonresident Students***

A student seeking enrollment in the district must register in the office. All students enrolled in the district must comply with Oregon laws related to age, residence, health, attendance, and immunization. Age, immunization, tuition, and other eligibility prerequisites for admission as set forth in state law, Board policy, and administrative regulation, may be required.

The Board may, based on district criteria, deny regular school admission to a student who has become a resident student and who is under expulsion from another district for reasons other than a weapons policy violation.

The Board shall deny, for at least one calendar year from the date of the expulsion, regular school admission to a student who has become a resident student and who is under expulsion from another district for a weapons policy violation.

The Board will not provide alternative programs of instruction to a student expelled for a weapons policy violation.

While caregivers have the option of placing their students in a private school or obtaining additional services, such as tutoring, from a private individual or organization, the district is not obligated to cover resulting tuition or costs. If a caregiver wishes the district to consider a publicly funded private placement or private services, the caregivers must give the district notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.

A caregivers(s) of any student receiving regular education, Section 504 of the Rehabilitation Act or Individuals with Disabilities Education Act (IDEA) services must provide notice to the district at the last individualized education program (IEP) meeting prior to obtaining private services or in writing at least 10 business days prior to obtaining such services. The notice must include the caregivers' intent to obtain private services, the caregivers' rejection of the educational program offered by the district and the caregivers' request that the private services be funded by the district. Failure to meet these notice requirements may result in a denial of any subsequent reimbursement request.

ALTERNATIVE EDUCATION PROGRAMS

- ***Policy Reference: IGBHA - Alternative Education Programs***

Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; for students who have not met or who have exceeded all of Oregon's academic content standards; when necessary to meet a student's educational needs and interests; to assist students in achieving district and state academic content standards; or when a public or private alternative program is not otherwise readily available or accessible. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement.

In-District Alternative Education Programs

Examples of alternative education program options are not limited to, but include:

1. Tutoring available before or after school
2. Work experience
3. Instructional activities provided by other accredited institutions

4. Community service
5. Independent study
6. Community School
7. Others as approved by the district.

Caregivers may request additional in-district alternative education programs by submitting written requests to the superintendent or designee.

Establishment of Alternative Education Programs

- ***Policy Reference: IGBHB - Establishment of Alternative Education Programs***

Proposals from caregivers or students for the establishment of an alternative education program shall be submitted in writing to the superintendent or designee.

“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the district and the state.

Proposals for alternative education programs shall include the following:

1. Goals;
2. Criteria for enrollment;
3. Proposed budget;
4. Staffing;
5. Location;
6. Assurance of nondiscrimination.

Proposals must be submitted to the superintendent or designee by agreement/terms for programs to be implemented the following school year. Proposals will be reviewed by the district. Contact the principal or district office for additional information on submitting proposals, the evaluation, and approval process.

Notification of Alternative Education

- ***Policy Reference: IGBHC - Alternative Education Notification, ECA - Admission of Resident Students***

Individual notification to students and caregivers regarding the availability of alternative education programs will be given semi-annually 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. Severe disciplinary problems will be defined in the Student Code of Conduct;
2. When attendance is so erratic the student is not benefitting from the educational program. “Erratic attendance” means the student is frequently absent to the degree that the student is not benefiting from the education program as determined by the district;
3. When an expulsion is being considered;
4. When a student is expelled;
5. When a student’s caregivers or emancipated student applies for exemption from attendance on a semi-annual basis.

Individual notification shall be **hand-delivered** or sent by certified mail. Caregivers shall receive individual notification prior to an actual expulsion.

Notification shall include:

1. The student's action;
2. A list of alternative education programs for the student;
3. The program recommendation for the student based upon the student's learning styles and needs;
4. Procedures for enrolling the student in the recommended program.

The district will not provide alternative education programs for students expelled from another district for violations of applicable state or federal weapon laws.

ANIMAL DISSECTION

- ***Policy Reference: INI - Animal Dissection***

In courses including animal dissection, a student may request alternative coursework rather than participate in dissection activities on an animal. The district will provide alternative materials and methods of learning the course curriculum. A student will not be penalized for exercising this option for alternative instruction.

ANIMALS IN THE SCHOOL

- ***Policy Reference: ING - Animals in District Facilities***

Only service animals, as defined in the Americans with Disabilities Act, serving persons with a disability or animals approved by the superintendent that are part of an approved district curriculum or cocurricular activity are allowed in district facilities.

Approved animals must be adequately cared for and appropriately secured. Only the teacher or students designated by the teacher are to handle the animals. If animals are to be kept in the classroom on days when classes are not in session, arrangements must be made for their care. Animals, except those service animals serving persons with a disability, may not be transported on a school bus.

ASBESTOS

- ***Policy Reference: EB - Safety Program***

The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.

The management plan is available for public inspection in the district office.

The business manager serves as the district's asbestos program manager and may be reached for additional information.

ASSESSMENT PROGRAM

- ***Policy Reference: IL – Assessment Program***

The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Assessments shall be used to measure the academic content standards and to identify students who meet or exceed the performance standards adopted by the State Board of Education.

A caregiver on behalf of their student or an adult student may annually opt-out of taking a statewide summative assessment by completing and submitting ODE's opt-out form to the school. The district shall provide the required notice and necessary forms for opting out of the statewide assessments to the student. The district shall provide supervised study time for students who are excused from participating in the assessment.

The act of student-initiated test impropriety is prohibited. A student that participates in an act of student-initiated test impropriety will be subject to discipline. "Student-initiated test impropriety" means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

ASSIGNMENT OF STUDENTS TO CLASSES

- ***Policy Reference: JECD - Assignment of Students to Classes***

Students are assigned to classes based on the individual needs of the student, staffing, and scheduling considerations. Caregivers' requests to place a student in a particular class may be submitted to the principal or a counselor prior to June 1 of the school year in question, or no later than six weeks prior to a semester break during a school year. Requests to change a student's assigned class must be directed to the principal. Final decisions are the responsibility of the principal or designee.

- **RGS:** The input should be received no later than June 1 for the following school year. Requests to change a student's assigned class must be directed to the principal. Final decisions are the responsibility of the principal or designee.

- **RHS:** At Riverdale High School, students will participate in forecasting classes in the spring prior to the school year in question. Following forecasting, they will be placed in courses based on individual needs, course availability, and personal preference in coordination with their caregivers. Course changes may take place up to 3 days after the start of the trimester with caregiver, teacher, and principal approval. Changes following that 3 day period will only be granted for extenuating circumstances. Final decisions are the responsibility of the principal or designee.

ASSIGNMENT OF STUDENTS TO SCHOOLS

- ***Policy References: JECF – Interdistrict Transfer of Resident Students & JECBD - Homeless Students***

An interdistrict transfer of a resident student will be permitted, as appropriate, to meet the requirements to provide a safe public school choice in the Every Student Succeeds Act (ESSA).

Caregivers of students considering private placement for IDEA or Section 504 services must notify the district in advance before privately placing their student, or else potentially forfeit any right to reimbursement or prospective payment for that placement. Many students who are unilaterally placed by their caregivers are sometimes placed when they are not yet identified under the IDEA or Section 504 of the Rehabilitation Act.

ATTENDANCE

- **Policy Reference: JEA - Compulsory Attendance**

All students between the ages of 6 and 18, who have not completed grade 12, are required to regularly attend a public full-time school, unless otherwise exempted by law. Staff will monitor and report violations of the state compulsory attendance law. All students five years of age who have been enrolled in a public school are required to attend regularly.

A caregiver will be issued a notification, in writing and in the native language of the caregivers, and in accordance with law, the superintendent or designee will conduct a conference with the non attending student and their caregivers(s) to discuss attendance requirements. At this time, the caregiver has the right to request an evaluation to determine if the student should have an individualized education program (IEP) or a review of the student's current IEP.

Any person having control of a student between the ages of 6 and 18, who has not completed the 12th grade, and who fails to send a student to school after receiving notification by the district that their student is not complying with compulsory attendance requirements may be issued a citation by the district for the student's failure to attend school.

Additionally, a caregiver or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child may be a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a caregivers effectiveness program approved by the court and/or a fine.

Absences and Excuses

Policy Reference: JED Student Absences and Excuses, JEF - Release Time for Religious Instruction, IGBHD - Program Exemptions & JEDA – Truancy

When returning to school after an absence, the caregiver must inform the school of the reason for the absence. A student's absence from school or class will be excused under the following circumstances:

1. Illness, including mental and behavioral health of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Student is a dependent of a member of the U.S. Armed Forces[1] who is on active duty or who is called to active duty. The student may be excused for up to seven days during the school year;
5. Field trips and school-approved activities;

[1] U.S. Armed Forces includes the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States; reserve components of the Army, Navy, Air Force, Marines Corps and Coast Guard of the United States; and the National Guard of the United States and the Oregon National Guard.

6. Medical or dental appointments. Confirmation of appointments may be required, specifically if the student wishes to participate in athletics or other activities on the same day;
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

Each school shall notify a caregiver or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the caregivers or guardian. If the caregivers or guardian cannot be notified by the above methods, a message shall be left, if possible.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal or religious considerations.

A student who must leave school during the day, must bring a note from their caregiver. A student who becomes ill during the school day should, with the teacher's permission, report to the school nurse/front office. The school nurse or designee will decide whether or not the student should be sent home and will notify the student's caregivers, as appropriate.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. caregivers should contact the office to arrange for the collection of homework assignments for a student who will be absent several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher will result in a grade of zero for the assignment.

Absenteeism will not be used as a sole criterion for the reduction of grades. Participants must be in attendance for the entire school day in order to practice or play in a contest. Absences for part of the day due to doctor's appointments or school activities are permitted. Proof of appointment (note from doctor) must be submitted. Other exceptions must be cleared through the principal or designee.

Truancy

- ***Policy Reference: JEDA – Truancy***

A student who is absent from school or from any class without permission will be considered truant and may be subject to disciplinary action including detention, suspension, or ineligibility to participate in athletics or other activities.

AWARDS AND HONORS

RHS

- *National Honors Society*
- *Athletics*
- *Maverick Award - a Maverick is an RHS student who is involved in the life of the school and promotes a positive image of the school, takes control of their own academic growth (even if a bit unconventionally) and demonstrates kindness and generosity.*
- *National Merit Scholar*
- *Outstanding Service*

RGS

- *Principal's Leadership Award*

- *Principal's Award for Academic Excellence*
- *Leadership & Citizenship*

CLASS RANKING

In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class.

The district's valedictorian and salutatorian may be permitted to speak as part of the district's planned graduation program at the discretion of the principal or designee. All speeches must be reviewed and approved in advance by the principal or designee. Titles and privileges granted to students designated as valedictorian or salutatorian may be denied and/or revoked for violation of Board policy, administrative regulation or school rule.

The valedictorian and salutatorian will be selected according to the following procedure:

1. The valedictorian will be the student earning a Riverdale Diploma that has attempted at least 10 Honors (H) courses with the highest grade point average as computed at the end of eleven trimesters of high school work;
2. The salutatorian will be the student earning a Riverdale Diploma that has attempted at least 7 Honors (H) courses with the second highest grade point average as computed at the end of 11 trimesters of high school work;
3. In case of a tie for valedictorian, the first tie-breaker will be the number of Honors courses completed, and the second will be numbers of A+ earned. A further tie will result in co valedictorians;
4. In case of a tie for salutatorian, the first tie-breaker will be the number of Honors courses completed, and the second will be numbers of A+ earned. A further tie will result in co-salutatorians;
5. Foreign exchange students will not be considered in computing class rank and, therefore, will not be eligible for any academic honors;
6. To be eligible for valedictorian or salutatorian honors, a student must be enrolled at Riverdale High School prior to and continuously following the 10th school day of the student's senior year.

Titles and/or privileges available to or granted to students designated as valedictorian or salutatorian may be denied or revoked for violation of Board policy, administrative regulation, or school rule.

CLOSED CAMPUS/OPEN CAMPUS

Due to an agreement with the local community, Riverdale High School is a closed campus. Students are expected to arrive at school by 9:00 AM and may only leave for valid educational reasons or other personal commitments such as medical appointments, religious or other personal events, illness, or other reasons as approved by the administration. Specifically, students are not allowed to leave campus for lunch.

CLUBS AND ORGANIZATIONS

- ***Policy Reference: IGD - Cocurricular/ Extracurricular Activities, IGDD - Student Performances,* IGDK - Non-School-Sponsored Student and Athletic Tours/Trips/ Competitions & KI - Public Solicitation in District Facilities**

Student clubs and performing groups such as the band, choir, rally, dance, drama, and athletic teams may establish rules of conduct – and consequences for misconduct – that align with the District. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.

COMMUNICABLE DISEASES

- ***Policy Reference: GBEB - Communicable Diseases - in Schools***

The district shall provide reasonable protection against the risk of exposure to communicable disease for students. Reasonable protection from communicable disease is generally attained through immunization, exclusion or other measures as provided by Oregon law, by the local health department or in the *Communicable Disease Guidance* published by the Oregon Department of Education (ODE) and the Oregon Health Authority (OHA). Services will be provided to students as required by law.

A student will not attend school while in a communicable stage of a restrictable disease or when an administrator has reason to suspect that any susceptible student has or has been exposed to any disease for which the student is required to be excluded in accordance with law and per policy GBEB - *Communicable Diseases - in Schools* . If the disease is a reportable disease, the administrator will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.

Caregivers of a student with a communicable or contagious disease are asked to telephone the school so that other students who have been exposed to the disease can be alerted.
Caregivers with questions should contact the school office.

Exclusion Guidelines

Please report sickness symptoms and positive test results for the flu, COVID and RSV to the front office. It is especially important to keep students home for the time listed below if there is

- Vomiting - 48 hours
- Diarrhea - 48 hours
- a fever of 100.4 degrees or higher - 24 hours (with no fever reducing medications)
- or a new or sudden onset of a rash, or unusual marks on the skin, with or without fever - talk with healthcare provider

Students may return to school after the time listed above if they have been without those symptoms without using fever-reducing or other medication for relief.

Please remember to email rgsattendance@riverdale.k12.or.us or rhsattendance@riverdale.k12.or.us before school starts each day of the absence so that we can account for your student.

Children's Online Privacy Protection Act (COPPA)

COPPA applies to commercial companies and limits their ability to collect personal information from children under 13. No personal student information is collected for commercial purposes. This allows the school district to act as an agent for parents in the collection of information within the school context. The school's use of student information is solely for education purposes.

COMPUTER USE

Digital Tools and Online Resources

Digital tools are used in support of the district adopted curriculums and to enhance the learning experience. Google Workspace for Education and Clever are two digital tools that are used by all teachers and students in our district. Additional tools and resources may be used by individual schools and teachers, including additional Google Services and Gemini AI (high school only). For information on data privacy regarding Google Workspace, please visit their website.

The District has a process to thoroughly review digital tools for student data privacy, security, alignment with district adopted curriculums, and educational value before being used in the classroom. Student accounts often require the use of student data which may include first and last name, school email address, class enrollment, grade level, and the name of school/teacher.

District Issued Accounts

The District may create student accounts to access online web applications for educational purposes. Any account is for school/educational use only, and where possible, bound to the District's domain. By utilizing these accounts students are to abide by all of the District's applicable rules and use policies. Students may lose account privileges if they fail to comply. The District reserves the right to disable or modify account access if a student misuses the account or is caught in violation of District policy.

- ***Policy Reference: IIBGA - Electronic Communications System***

Students may be permitted to use the district's electronic communications system for school and instructional-related activities. Personal use of district computers including Internet and email access is permitted when consistent with board policy and administrative regulations and when during the school day.
The district's electronic communications system meets the following federal Children's Internet Protection Act (CIPA) requirements:

1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography, or with respect to the use of the computers by students, harmful to students;
2. Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms;
3. The online activities of students are monitored;
4. Access by students to inappropriate matter on the Internet and World Wide Web is denied;
5. Procedures are in place to help ensure the safety and security of students when using email, chat rooms, and other forms of direct electronic communications;
6. Unauthorized access, including "hacking" and other unlawful activities by students online is prohibited;
7. Unauthorized disclosure, use, and dissemination of personal information regarding students is prohibited;
8. Measures designed to restrict students' access to materials harmful to students have been installed.

The district retains ownership and control of its computers, hardware, software, and data at all times. All communications and stored information transmitted, received, or contained in the district's information system are the district's property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette, and ensure that those authorized to use the district's system are in compliance with Board policy, administrative regulations, and law; school administrators may routinely review user files and communications. Files and other information, including e-mail, sent, received, generated, or stored on district servers are not private and may be subject to monitoring.

By using the district's system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail systems.

Students will comply with district policies, including but not limited to, Board policy IIBGA - Electronic Communication System and its administrative regulations. Students who violate Board policy, administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law may be reported to law enforcement officials.

CONDUCT

Students are responsible for conducting themselves properly, in accordance with the policies and administrative regulations of the district, school rules, and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.

Student Code of Conduct

- ***Policy References: ECAB – Vandalism, Malicious Mischief or Theft, IKC - Class Rankings, JBA/GBN - Sexual Harassment, JFC - Student Conduct, JFCB - Care of District Property by Students, JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying. Teen Dating Violence or Domestic Violence – Student, JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery Systems, JFCJ - Weapons in Schools, JFCM - Threats of Violence & JG - Student Discipline***

The district has authority and control over a student at school during the regular school day, at any school or district-sponsored activity, regardless of time or location, and while being transported in district-provided transportation.

Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school- or district-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 the rights of others.

Students will be subject to discipline including detention, suspension, expulsion, denial, and/or loss of awards and privileges, and/or may be referred to law enforcement officials or Oregon Department of Human Services for the following, including but not limited to:

1. Assault;
2. Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence, as prohibited by Board policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence - Student, and accompanying administrative regulation;

3. Coercion;
4. Suspected abuse of a child pursuant to Board policy JHFE/GBNAB - Suspected Abuse of a Child Reporting Requirements;
5. Violent behavior or threats of violence or harm as prohibited by Board policy JFCM - Threats of Violence;
6. Disorderly conduct, false threats, and other activity causing disruption of the school environment;
7. Bringing, possessing, concealing, or using a weapon as prohibited by Board policy JFCJ - Weapons in Schools;
8. Vandalism, malicious mischief or theft, or willful damage or destruction of private property on district premises or at district-sponsored activities is prohibited;
9. Sexual harassment as prohibited by Board policy JBA/GBN - Sexual Harassment and accompanying administrative regulation;
10. Possession, distribution, use of tobacco, inhalant delivery systems, alcohol, drugs or other controlled substances as prohibited by Board policy(ies) JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery System;
11. Use or display of profane or obscene language;
12. Disruption of the school environment;
13. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
14. Violation of district transportation rules;
15. Violation of law, Board policy, administrative regulation, school, or classroom rules.

Additionally, regarding weapons, under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed, or used a firearm in violation of state or federal law. The superintendent may modify the expulsion requirement for a student on a case-by-case basis.

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. Firearms are prohibited on these school grounds, unless specifically authorized by state or federal law. The affirmative defense described in ORS 166.370(3)(g) (concealed carry licensees) does not apply to the possession of firearms on these school grounds. See SB 554 (2021) and Board Policy KGBB.

Any person under age 21 is prohibited from possessing tobacco, alcohol, and unlawful drugs or a tobacco product or inhalant delivery system. 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. Students are prohibited from making knowingly false statements or knowingly submitting false information in bad faith as part of a complaint or report, or associated with an investigation into misconduct.[2]

Student Rights and Responsibilities

- ***Policy Reference: JF/JFA - Student Rights and Responsibilities***

Student rights and responsibilities include, but are not limited to, the following:

1. Civil rights – including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;The right to attend free

[2]The district is prohibited from retaliating against any student "for the reason that the student has in good faith reported information that the student believes is evidence of a violation of a state or federal law, rule or regulation." ORS 659.852.

public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
2. The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injure their rights;
3. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
4. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;
5. The right to privacy, which includes privacy in respect to the student's education records;
6. The right to know the behavior standards expected, the responsibility to know the consequences of misbehavior.

CONFERENCES

Regular conferences are scheduled annually in the fall and spring at the grade school with an additional winter conference at the high school to review student progress.

A teacher may request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations; or (3) in any other case the teacher considers necessary.

The district encourages a student or caregiver in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor, or principal. A caregiver who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher's preparation period, request that the teacher call the caregivers to arrange a mutually convenient time, or email the teacher.

COUNSELING

Academic Counseling

- ***Policy Reference: IJ - School Counseling Program***

Students and caregivers are encouraged to talk with district counselors, teachers, and building administrators to learn about the curriculum, course offerings, activities and graduation requirements. All students in grades 9-12 and their caregivers shall be notified annually about the recommended and available courses for students. All students are encouraged to attend college, university or training school, or pursue some other advanced education, and should work closely with their counselor so that they may take the courses that may best prepare them for further education. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

Personal Counseling

A counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, alcohol, or tobacco dependency. The counselor may also make available information about community resources to address personal concerns.

Consistent with individual rights and the counselor's obligations as a professional, the counseling relationship and resulting information may be protected as privileged communications by Oregon law.

CREDIT FOR PROFICIENCY

- ***Policy Reference: IKH Credit for Proficiency***

In addition to credit by completing classroom or equivalent work, a student may receive credit toward a diploma or a modified diploma by one or more of the following options, if the student demonstrates defined levels of proficiency or mastery of recognized standards:

1. Classroom or equivalent work that meets Common Curriculum Goals and academic content standard required by OAR 581-022-2030;
2. Classroom or equivalent work;
3. Passing an appropriate exam;
4. Providing a collection of work or other assessment evidence; and/or
5. Providing documentation of prior learning experiences.

A student may not use credit by examination to regain eligibility to participate in extracurricular activities.

This is only available due to extenuating circumstances and is not a regular practice.

DAMAGE TO DISTRICT PROPERTY

- ***Policy Reference: ECAB – Vandalism, Malicious Mischief or Theft, JFCB - Care of District Property by Students & JN – Student Fees, Fines and Charges***

A student who is found to have damaged district property will be held responsible for the reasonable cost of repairing or replacing that property. If the amount due is not paid within 10 calendar days of receipt of the district's notice, the amount will become a debt owed and certain penalties and/or restrictions may be imposed. See Fees, Fines, and Charges.

DANCES/SOCIAL EVENTS

- ***Policy Reference: IGD - Cocurricular/ Extracurricular Activities***

The rules of good conduct and grooming shall be observed for school dances and social events. Guests will be expected to observe the same rules as students attending the events. The person inviting the guest will share responsibility for the conduct of the guest. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity will not be readmitted.

DIRECTORY INFORMATION

Directory information is information contained in the education records of a student that would not generally be considered harmful or an invasion of privacy if disclosed. Riverdale School District, in accordance with the US Department of Education, considers name, address, telephone listing, homeroom teacher, participation in officially recognized activities and sports, and dates of attendance "Directory Information." "Directory information" may be shared without consent during and after enrollment at RSD unless a student or guardian has notified the District in writing that he or she does not want any or all of those types of information designated as "Directory Information."

DISCIPLINE/DUE PROCESS

- ***Policy Reference: JG - Student Discipline***

A student who violates the Student Code of Conduct shall be subject to disciplinary action.

A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.

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.

Student disciplinary sanctions will offer corrective counseling and sanctions that are age appropriate, and to the extent practicable, that use approaches that are shown through research to be effective.

Disciplinary measures are applied depending on the nature of the offense and without bias. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.

In addition, when a student commits substance abuse, drug, or drug paraphernalia, alcohol- and/or tobacco-related offenses, or any other criminal act, they may also be referred to law enforcement officials. Violations of the district's weapons policy shall be reported to law enforcement when required by law.

No student will be subjected to corporal punishment.

Detention

- ***Policy Reference: JGB - Detention of Students***

A student may be detained outside of school hours for disciplinary reasons, provided the caregiver has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home. In cases where transportation is required, 24-hour notice will be given so that transportation may be arranged.

Discipline of Students with Disabilities

- ***Policy Reference: JGDA - Discipline of Students with Disabilities***

When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a student without disabilities, the student's caregivers will be notified immediately (within 24 hours) of the circumstances of the misbehavior, the time, and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.

The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.

If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a student with a disability or terminate educational services for any behavior which is a manifestation of the disability.

A student may be removed from the 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 calendar days in a school year, for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an interim alternative educational setting for not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, "injurious behavior" is defined as behavior that is substantially likely to result in injury to the student or to others.

Expulsion

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 expulsion. The use of expulsion of a student in the fifth grade or below, is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administration'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 expulsion is required by law.

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

An expulsion shall not extend beyond one calendar year.

The district will provide appropriate expulsion notification including expulsion hearing procedures, student, and caregivers rights and alternative education provisions as required by law as part of the expulsion process.

Suspension

- ***Policy Reference: JGD – Suspension***

A student whose conduct or condition is seriously detrimental to the school's best interests may be suspended for up to and including 10 school days. A student may be suspended for one or more of the following reasons: a) willful violation of Board policies, administrative regulations, or school rules; b) willful conduct which materially and substantially disrupts the rights of others to an education; c) willful conduct which endangers the student, other students, or staff members; or d) willful conduct which damages or injures district property.

The use of out-of-school suspension for discipline of a student in the fifth grade or below, is limited to: a) nonaccidental conduct causing serious physical harm to a student or employee; b) when a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or c) when the suspension or expulsion is required by law.

The district may require a student to attend school during non school hours as an alternative to suspension.

An opportunity for the student to present their view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission, and an opportunity to appeal the decision.

Every reasonable and prompt effort will be made to notify the caregivers of a suspended student.

While under suspension, a student may not attend after-school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.

School work missed by a student while on suspension may be made up upon the student's return to school if the work missed reflects achievement over a greater period of time than the length of the suspension. For example, a student will be allowed to make up final, mid-term, and unit examinations without an academic penalty.

DISTRIBUTION OF MATERIAL

- ***Policy References: IB - Freedom of Expression, IGDB - Student Publications K-8, IIBGB - Web Pages, KJA - Materials Distribution, KI - Public Solicitation in District Facilities, KJ - Commercial Advertising & KL - Public Complaints***

All aspects of K-8 school-sponsored publications, including web pages, newspapers, and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval. Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. School-sponsored media prepared by student journalists are subject to reasonable time, place, and manner restrictions pursuant to state and federal law.

Written materials, handbills, photographs, pictures, petitions, films, tapes, or other visual or auditory materials may not be sold, circulated, or distributed on district property by a student or a nonstudent without the approval of the administration.

Materials not under the editorial control of the district may be subject to administrative review, restriction, or prohibition, based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written or inadequately researched; is biased or prejudiced; not factual; or not free of racial, ethnic, religious, or sexual bias.

Materials that include advertising that is in conflict with public school laws, rules and/or Board policy, deemed inappropriate for students or may be reasonably perceived by the public to bear the sanction for approval of the district.

All requests for materials distribution require approval of the administration. The district may designate the time, place, and manner for distribution.

Official district publications include a yearbook at each school and yearly reports/newsletters from the district.

DRESS AND GROOMING

- ***Policy Reference: JFCA - Student Dress and Grooming***

Student dress choices should respect the District's intent to sustain a community that is inclusive of a diverse range of identities and protects the legally defined right to free speech in schools. The school district is responsible for seeing that student attire does not interfere with the health and safety of any student, that student attire does not contribute to a hostile or intimidating atmosphere for any student (as defined in the Riverdale School District Policy ACB G1 All Students Belong), and that dress code enforcement does not reinforce or increase marginalization or oppression of any group based on actual or perceived color, disability, ethnicity, gender identity, linguistic diversity, nationality status, neurodiversity, national origin, race, religious or spiritual beliefs, sexual orientation, size/body type, socioeconomic status or body maturity.

Responsibility for dress and grooming rests primarily with students and their parents; the district expects student dress and grooming to meet standards which ensure that the following conditions do not exist:

1.Disruption or interference with the classroom learning environment;
2.Threat to the health and/or safety of the student concerned or of other students.

Students who represent the school in a voluntary activity may be required to conform to dress and grooming standards and may be denied the opportunity to participate if those standards are not met.

DRUG, ALCOHOL AND TOBACCO PREVENTION PROGRAM

- ***Policy Reference: IGAEB - Drug, Alcohol and Tobacco Prevention, Health Education***

The possession, selling and/or use of illegal and harmful drugs, alcohol, tobacco products, and inhalant delivery systems are strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any district-related activity, regardless of time or location, and while being transported on district-provided transportation. Students in violation of the district's policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.

Drug, alcohol, and tobacco use is illegal for students and interferes with both effective learning and the healthy development of students. The district has a fundamental legal and ethical obligation to prevent drug, alcohol, and tobacco use and to maintain a drug-free educational environment.

An intervention program to eliminate drug, alcohol, and tobacco use has been implemented throughout the district. As part of this program, an age-appropriate drug, alcohol, and tobacco prevention curriculum will be taught annually to all students.

The program also includes staff training in district procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically, and/or legally as a result of illegal drug, alcohol, and tobacco use.

Caregivers are encouraged to contact the school office for information on district and community resources available to assist students in need.

EMBRACING TECHNOLOGY

Riverdale School District has traditionally been a leader in providing a technology-rich environment for its students and its staff, continually investing in technological resources. Yet, when we chose to maintain a focus on technology in our current District Strategic Plan, it wasn't just for the sake of adding equipment. At Riverdale, we view curriculum as the driver and technology as the accelerator. Educational technology enhances teaching and learning, and teachers and students benefit from its strategic instructional uses.

Riverdale's K-12 educational technology program -- which provides regular access to devices, learning tools, productivity tools, communication tools, and organizational tools across the curriculum -- culminates in robust high school technology course offerings. From the start of kindergarten through high school graduation, we help our students become discriminating users of information, skilled users of technology, and responsible digital citizens.

Access to devices, the Riverdale network, and a District-provided Google Workspace for Education account are among the key components of a Riverdale education. Educational technology including, but not limited to, internet access, e-mail, and devices provided by Riverdale School District for student use are intended for educational use, instruction, research, communication, collaboration, and other school-related purposes.

Users are held to the same standards expected in a classroom and/or professional workplace. As such, student use of the Riverdale network and/or Riverdale devices is governed by the District's Student Acceptable Use Agreement. Use of personal devices and social media access is governed by Board Policy JFCEB, *Personal Electronic Devices and Social Media.*

EDUCATIONAL EQUITY

- ***Policy Reference: JBB - Educational Equity***

The Riverdale School District is committed to the success of every student in each of our schools. For that success to occur, the District is committed to equity by recognizing and eliminating institutional barriers and creating access and opportunities that benefit each student. "Achieving equity" means students' identities will not predict or predetermine their success in school. Toward this end, the District adopted an Anti-Racism Resolution, which serves as a pillar to actualizing this through an anti-racist and social justice lens as we serve every student in our schools. The district has also adopted a Bias Incident Complaint Procedure as part of the All Students Belong Policy, which establishes what constitutes a bias incident and outlines a procedure for handling incidents. All students are entitled to a high quality educational experience, free from discrimination or harassment based on actual or perceived: color, disability, ethnicity, gender identity, linguistic diversity, nationality status, neurodiversity, national origin, race, religious or spiritual beliefs, sexual orientation, size/body type, or socioeconomic status.

Educational equity is based on the principle that each student receives what is required for them to achieve success with regard to allocation of resources, opportunity, treatment, and access.

EMERGENCY PROCEDURES

FIRE, EARTHQUAKE, SAFETY THREATS AND OTHER EMERGENCY DRILLS

- ***Policy Reference: EBCB - Emergency Drills and Instruction***

Instruction on fire, earthquake, safety threats, and drills for students shall be conducted for at least 30 minutes each school month.

At least one fire drill, which includes routes and methods of exiting the school building, will be conducted each month for students in grades K-12. At least one fire drill will be conducted within the first 10 days of the school year.

At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-12. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place, evacuation, and other actions to take when there is a threat to safety.

A map/diagram of the fire escape route is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly, and in an orderly fashion.

EMERGENCY MEDICAL TREATMENT

- ***Policy Reference: EBBA - First Aid***

A student who becomes ill or is injured at school must notify their teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify caregivers according to information provided on emergency forms submitted by caregivers. Caregivers are encouraged to update this information as often as necessary.

If the student is too ill to remain in school, the student will be released to the student's caregivers or to another person as directed by caregivers on the student's emergency form.

School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's caregivers whenever the student has been transported for treatment.

EMERGENCY SCHOOL CLOSING INFORMATION

- ***Policy References: EBCD - Emergency Closures, EBC/EBCA - Emergency Procedures and Disaster Plans***

The superintendent will develop and maintain a plan specifying procedures to be used in such emergencies as disorderly conduct, unlawful assembly, disturbances at school activities, natural disasters, fire, illness or injury of a student or staff member, and safety threats on district property. The superintendent will consult with community and county agencies while developing this plan.

In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules, as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, delayed openings of schools, and early dismissal of students.

In the event of hazardous or emergency conditions, all district schools or selected schools or grade levels may be closed or schedules altered to provide delayed openings of school and/or early dismissal of students, as appropriate.

Community will be notified of delayed openings or school closures via district call/email system. Community should check the school's website or emergency alert system (FlashAlert) for updates on school closures. Additionally, the following media outlets regularly report delayed openings and school closures: Radio stations that carry school closure information include: KEX, KXL, KUIK, KMUZ, KWBY, KXYZ, KFXX, KOPB, KGON, KXL, KDBX, KISN, KUPL, KWJJ, KKJZ, KKCW, KXYO, KKRZ, KKCW, KXYO, KKRZ, KFXX, KKCW. Television stations that carry closure information include: KOIN, KATU, KGW.

EXCHANGE STUDENTS

- ***Policy Reference: JECBA - Admission of Exchange Students***

The Board reserves the right to limit the number of exchange students in a given year. The high school may accept a maximum of four full-year students from other countries.

All potential organizations or individuals will obtain approval from the high school administrator by July 1 for the coming school year. Applications may not be accepted after July 1.

Exchange students admitted to school under an F-1 Visa status will be required to pay tuition as required by law and at the rate established by the Board. Exchange students attending school under a J-1 Visa will be granted tuition waivers.

Exchange students may be awarded an honorary high school diploma upon satisfactory completion of the school's prescribed course of study.

EXTRACURRICULAR ACTIVITIES

- ***Policy Reference: IGD - Cocurricular/ Extracurricular Activities***

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences that involvement in student government, student clubs, organizations, athletics, and other activities has to offer.

Interested students should contact the office for additional information.

FEES, FINES AND CHARGES

- ***Policy References: JN - Student Fees, Fines and Charges & JO/IGBAB - Education Records/Records of Students with Disabilities***

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide their own supplies (e.g., pencils, paper, erasers, and notebooks) and may be required to pay certain other fees or deposits, including but not limited to:

1. Club dues;
2. Security deposits;

3. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;
4. Personal physical education and athletic equipment and apparel;
5. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;
6. Instrument rental and uniform maintenance;
7. Optional student identification cards;
8. Fees for damaged library books and school-owned equipment;
9. Lock or locker deposits;
10. Field trips considered optional to the district's regular school program;
11. Admission fees for certain extracurricular activities;
12. Participation fees or "pay to play" for involvement in activities.

A list of fees will be sent out before the beginning of the school year.
A written notice will be provided to the student and their caregivers(s) of the district's intent to collect fees, fines, and damages owed. 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 the caregivers to request a hearing.

Debts not paid within 10 calendar days of the district's notice to the student and caregivers will result in possible restrictions and/or penalties, until the debt is paid, and possible referral of the debt to a private collection agency or other methods available to the district.

The district may waive all or a portion of the debt if one of the following conditions are met:
1. The district determines that the student or the parent or guardian of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The cost to notify the student and his/her parents would cost more than the potential total debt collected relating to the notice; or
4. There are mitigating circumstances as determined by the superintendent of the district that preclude the collection of the debt.

Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in Oregon Revised Statute (ORS) 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

FIELD TRIPS

- ***Policy Reference: IICA - Field Trips and Special Events***

Field trips may be scheduled for educational, cultural, or other extracurricular purposes. All students are considered to be "in school" while participating in district-sponsored field trips. This means students are subject to the school's student conduct rules, applicable Board policy, and such other rules as may be deemed appropriate by the field trip supervisor.

FLAG SALUTE

- ***Policy Reference: INDB - Flag Displays and Salutes***

Students shall receive instruction in respect for the national flag and will be provided an opportunity to salute the United States flag at least once a week during the school year by reciting *The Pledge of Allegiance*.

Individual students who do not participate in the salute must maintain a respectful silence during the salute.

FUND RAISING

- ***Policy References: IGDG - Student Activity Funds, IGDF - Student Fund-Raising Activities***

Student organizations, clubs, or classes, athletic teams, outside organizations and/or caregivers groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the principal 30 days before the event.

All funds raised or collected by or for school-approved student groups will be receipted, deposited, and accounted for in accordance with Oregon law and applicable district policy and procedures. All such funds will be expended for the purpose of supporting the school's extracurricular activities program. The principal is responsible for administering student activity funds.

GANGS

- ***Policy References: FCEA - Gang Activity & JFCM - Threats of Violence***

The presence of gangs and the violent activities and drug abuse that often accompany gang involvement can cause a substantial disruption of school, district activities, and a student's ability to meet curriculum and attendance requirements.

A "gang" is defined as any 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.

In an effort to reduce gang involvement, the district encourages students to become involved with district-sponsored clubs, organizations, and athletics; to discuss with staff and district officials the negative consequences of gang involvement; to seek the assistance of counselors for additional guidance and district; and to access community resources that offer support to students and alternatives to gang involvement.

No student on or about district property or at any district activity shall wear, possess, use, distribute, display, or sell any clothing, jewelry, emblem, badge, or any other such symbol evidencing gang membership or affiliation. No student shall use any speech, either verbal or nonverbal (i.e., gestures, handshakes, etc.) signifying gang membership or affiliation.

No student shall solicit other students for membership in any gangs nor commit any other illegal act or other violation of district policies.

Students in violation of the district's gang policy will be subject to discipline in accordance with the district's Student Code of Conduct.

GRADE CLASSIFICATION

- ***Policy Reference: IKF - Graduation Requirements***

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

After the ninth grade, students are classified by grade level according to the number of units of credit earned toward graduation.

Units of Credit Earned	Grade Placement*
6	10 (sophomore)
12	11 (junior)
18	12 (senior)

** Based on the state minimum of 24 credits.*

Riverdale Diploma Graduation Requirements

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

English (4 credits)
Science (4 credits)
Art (4 credits)
PE (1 credit)
Senior Exhibition (.5 credits)
History (4 credits)
Math (4 credits)
World language (2 credits)
Health (1 credit)
Electives (3.5 credits) 80 hours of service
Pass state-required essential skills assessment

Service Learning at RHS

Students must complete and document a four-year total of 80 service hours. Hours can be earned for high school from mid-June prior to freshman year, to June 5th of the student's senior year. Summer experiences do count. Service hours must meet the following criteria:

- Forms for hours must be submitted by the following dates, each year: summer hours due by Sept. 15, school year hours by the last day of school for students, and senior final tally for graduation due by May 15.
- Only thirty of the 80 hours can be fulfilled with activities within the Riverdale School District.
- Paid experiences, National Honor Society service, service for family or for-profit organizations are not accepted.
- No more than 40 hours can be awarded to a single activity or organization for the 80-hour requirement, unless an exception is approved by the principal.
- Students may complete all of their service hours in one year. Colleges like to see a consistent commitment across four years, however. (Recommended targets: Freshman 15 hrs., Sophomores 20 hrs., Juniors 25 hrs., Seniors 20 hrs.)
- Hours beyond the required 80 should be submitted to the student's service file, so they can be noted in college recommendations. Our Senior awards ceremony acknowledges extraordinary service by providing a service cord for graduation.

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

GRADE REDUCTION/CREDIT DENIAL

- ***Policy Reference: IKAD - Grade Reduction/Credit Denial***

Punctual and regular attendance is essential to the academic success of students. District staff may consider a student's attendance in determining a grade reduction or credit denial, though attendance will not be the sole criterion used. Such decisions will not be based on nonattendance due to religious reasons, a student's disability, or an excused absence, as determined by district policy.

At the beginning of each school year or course, teachers will inform students and caregivers how attendance and class participation are related to the instructional goals of the subject or course.

Due process will be provided to any student whose grade is reduced or credit denied for attendance rather than for academic reasons.

GRADUATION EXERCISES

- ***Policy References: IKFB - Graduation Exercises & IKF - Graduation Requirements***

Students in good standing[3] who have successfully completed the requirements for a high school diploma, qualify to receive or receives a modified diploma, an extended diploma, or an alternative certificate, including a student participating in a district-sponsored alternative education program and a student with disabilities receiving a document certifying successful completion of program requirement, shall have the option to participate in graduation exercises. Students who have not met the district's diploma or certificate requirements will not be permitted to take part in the district's graduation exercises. Additionally, students may be denied participation in graduation exercises for violation of Board policies, administrative regulations, or school rules.

A student shall be allowed to wear a dress uniform issued to the student by a branch of the U.S. Armed Forces if the student:

1. Qualifies to receive a high school diploma, a modified diploma, an extended diploma or an alternative certificate; and
2. Has completed basic training for, and is an active member of, a branch of the U.S. Armed Forces.

3. Graduating students will be allowed to wear Native American or other items of cultural significance{[4]}. {[5]}

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[3] A student may be denied participation in graduation exercises for conduct that violates board policy, administrative regulation and/or code of conduct provisions.

[4]{ HB 2052 (2021) requires that districts allow students to wear Native American items of cultural significance to graduation and other school events. Districts can choose to allow students to wear items of significance to other cultures.} "Native American items of cultural significance" means items or objects that are traditionally associated with Native American or that have religious or cultural significance to a Native American.

[5] The district may prohibit an item or object that: a) is likely to cause a substantial disruption of, or material interference with the graduation ceremony, or b) replaces a cap or gown customarily worn at a graduation ceremony.

The valedictorian(s), salutatorian(s), or others may be permitted to speak as part of the graduation exercise program at the discretion of the building principal or designee. All speeches will be reviewed and approved in advance by the building principal or designee.

Graduation programs may be planned by the school on the date selected by the principal.

GRADUATION REQUIREMENTS

- ***Policy Reference: IKF - Graduation Requirements***

The Board establishes graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma, and an alternative certificate, which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than 4 years if consent is received by the student's caregiver or guardian or by the student if they are 18 years of age or older or emancipated.

Students will have onsite access to the appropriate resources to achieve 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.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's caregivers or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in the later of 4 years after starting the ninth grade, or until the student reached the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma, or an alternative certificate in less than 4 years but not less than 3 years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than 4 years, the student's caregiver or guardian or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the caregivers, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services, and hours of other services that are designed to meet the unique needs of the student, and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate certificate, or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma, or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

The district may not deny a diploma to a student who has opted out of the statewide assessment if the student is able to satisfy all other requirements for the diploma.

Students and their caregivers will be notified of graduation and diploma requirements.

HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBERBULLYING, MENACING, TEEN DATING VIOLENCE, DOMESTIC VIOLENCE

- ***Policy Reference: JFCF – Hazing, Harassment, Intimidation/Bullying, Cyberbullying, Menacing, Teen Dating Violence or Domestic Violence***

Hazing, harassment, intimidation, bullying, menacing, cyberbullying or teen dating violence, by students, staff, or third parties toward students is strictly prohibited and shall not be tolerated in the district. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of harassment, intimidation, bullying, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Students whose behavior is found to be in violation of Board policy JFCF – Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence – Student and any accompanying administrative regulations will be subject to consequences and appropriate remedial action which may include discipline, up to and including expulsion.

Individuals may also be referred to law enforcement officials.

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

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property; or

3. Creating a hostile educational environment including interfering with the psychological well-being of the student.

“Protected class” means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, gender identity, national origin, marital status, familial status, source of income, or disability.

“Teen dating violence” means:

1. 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
2. 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.

“Domestic violence” means abuse by one or more of the following acts between family and/or household members:

1. Attempting to cause or intentionally, knowingly, or recklessly causing bodily injury;
2. Intentionally, knowingly, or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

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

“Menacing” includes any act intended to place a student in fear of imminent serious physical injury.

“Retaliation” means any act of, including but not limited to, hazing, harassment, intimidation, bullying, menacing, teen dating violence, and acts of cyberbullying toward the victim, a person in response to an actual or apparent reporting of or participation in the investigation of, hazing, harassment, intimidation, bullying, menacing, teen dating violence, and acts of cyberbullying, or retaliation.

The superintendent or designee will take reports and conduct a prompt investigation of any reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of Board policy JFCF – Hazing, Harassment, Intimidation, Bullying, Cyberbullying, Menacing, Teen Dating Violence or Domestic Violence - Student shall immediately report their concerns to the superintendent or designee who has overall responsibility for all investigations.

Any student who has knowledge of conduct in violation of Board policy JFCF or feels they have been subjected to an act of hazing, harassment, intimidation, bullying, menacing, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the principal and/or superintendent who has overall responsibility for all investigations. A report made by a student or volunteer may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the appropriate district official.

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

The district shall notify the caregivers or guardians of a student who was subject to an act of harassment, intimidation, bullying or cyberbullying, and the caregivers or guardians of a student who may have conducted an act of harassment, intimidation, bullying or cyberbullying, unless an exception applies (see Board Policy JFCF and ORS 339.356).

All reports will be promptly investigated in accordance with the following procedures:

Step 1 Any reports or information on acts of hazing, harassment, intimidation, bullying, menacing, acts of cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to district or school staff. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.

Step 2 The superintendent or principal receiving the report shall promptly investigate. Caregivers will be notified of the nature of any report involving their student. The superintendent or principal will arrange such meetings as may be necessary with all concerned parties within five working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The district officials conducting the investigation shall notify the person making the report within 10 working days of receipt of the information or report, and caregivers as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

Step 3 If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within 10 working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within 10 working days.

Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within 10 working days after receipt of the Step 3 decision. The Board shall, within 20 working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within 10 working days following completion of the hearing.

Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.

Documentation related to the incident may be maintained as a part of the student's education records. Additionally, a copy of all reported acts of hazing, harassment, intimidation, bullying, menacing, cyberbullying, or incidents of teen dating violence, and documentation will be maintained as a confidential file in the district office.

HOMELESS STUDENTS

- ***Policy reference: JECBD - Homeless Students***

The district provides full and equal opportunity to students in homeless situations as required by law, including immediate enrollment. School records, medical records, proof of residence or other documents will not be required as a condition for admission. A homeless student will be admitted, in accordance with the student's best interest, to the student's school of origin or will be enrolled in a district school in the attendance area in which the homeless

student is actually living, unless contrary to the request of the caregivers or unaccompanied student. Transportation to the student's school of origin will be provided in accordance with the McKinney-Vento Homeless Assistance Act.

For additional information concerning the rights of students and caregivers of students in homeless situations or assistance in accessing transportation services, contact the superintendent, the district's liaison for homeless students.

IMMUNIZATION, PHYSICAL EXAMINATION, VISION SCREENING AND DENTAL SCREENING

Immunization

- ***Policy Reference: JHCA/JHCB - Immunization, Physical Examination, Vision Screening/Eye Examination and Dental Screening***

A student must be fully immunized against certain diseases or must present a certificate or statement that, for religious or philosophical beliefs and/or a medical exemption, the student is not immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.

Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as they have met immunization requirements. The student's caregivers or guardian will be notified of the reason for this exclusion. A hearing will be afforded upon request.

Immunizations and Oregon Law

Oregon law requires that students have a current immunization record or a medical or non-medical exemption at school. Students not in compliance with the immunization requirements may not attend school and will be excluded.

School Nurses

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

Health Screenings

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

Physical Examination

Students in grades 7 through 12 must have an examination performed by a physician prior to practice and competition in athletics, and shall additionally have an examination once every two years and after either a significant illness or a major surgery prior to further participation.

The examination is the responsibility of the caregivers/student and is to be paid for by the caregivers/student. Record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sports season.

Students shall not participate without a completed School Sports Preparticipation Examination form on file with the district.

Vision Screening

The caregivers or 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 education program, submit a certification that the student has received:

1. A vision screening or eye examination; and
2. Any further examination, treatments, or assistance necessary.

The certification is not required if the caregivers or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider; or
2. The vision screening or eye examination is contrary to the religious beliefs of the student or the caregivers or guardian of the student.

Dental Screening

The caregiver or 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 education program, submit a certification that the student has received a dental screening within the previous 12 months.

The certification is not required if the caregivers or guardian provides a statement to the district that:

1. The student submitted a certification to a prior education provider;
2. The dental screening is contrary to the religious beliefs of the student or the caregivers or guardian of the student; or
3. The dental screening is a burden, as defined by the State Board of Education, for the student or the caregivers or guardian of the student.

INFECTION CONTROL/HIV, HBV AND AIDS

- ***Policy References: EBBAA - Infection Control and Bloodborne Pathogens & JHCC – Communicable Diseases - Students***

Although HIV, AIDS, and HBV* are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where non-intact skin or mouth, eye or other mucous membranes would be exposed to blood or any body fluids contaminated with blood from an infected person. Since any risk is serious, however, the district requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV, and/or other infectious diseases.

HIV, HBV, AIDS – Students

- ***Policy Reference: JHCCA - Students - HIV, HBV and AIDS***

A student infected with HIV[1], HBV, or AIDS is entitled to remain in a regular classroom setting and eligible for all rights, privileges and services as provided by law and Board policy. The district recognizes that a caregiver (student) has no obligation to report an HIV, HBV, or AIDS condition diagnosis to the district.

If a student (caregiver) wishes to divulge such information and continues attending school, the district will meet with the student or representative to develop appropriate procedures.

Individuals with questions regarding these requirements of law or district procedures should contact their school.

Human Sexuality, AIDS/HIV and Sexually Transmitted Disease Instruction

- ***Policy Reference: IGAI - Human Sexuality, AIDS/HIV and Sexually Transmitted Diseases, Health Education***

An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV, and Sexually Transmitted Diseases has been included as an integral part of the district's health curriculum. The plan of instruction will include age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. Any caregivers may request that their student be excused from that portion of this instructional program required by Oregon law by contacting the principal for additional information and procedures.

LOCKERS

- ***Policy Reference: JFG - Student Searches***

Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present; maintenance of proper sanitation, mechanical condition, and safety; and to reclaim district property including instructional materials.

A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. The district will not be responsible for the loss of, or damage to, personal property.

LOST AND FOUND

- ***Policy References: ECAB – Vandalism, Malicious Mischief or Theft, JFCB - Care of District Property by Students, JN - Student Fees, Fines and Charges***

Any articles found in the school or on district grounds should be turned in to the school office. Unclaimed articles will be disposed of at the end of the school year.

Loss or suspected theft of personal or district property should be reported to the school office.

The district will not be responsible for the loss of, or damage to, personal property.

MEAL PROGRAMS

- ***Policy References: EFAA - District Nutrition and Food Services, JEFA - Closed Campus/ Open Campus***

Riverdale Grade School

Lunch will be provider by a contracted service with the district. More information will be sent by the hired contractor.

Apply for Free and Reduced Lunch here.

Additional information can be obtained in the school front office or by contacting the business manager.

MEDIA ACCESS TO STUDENTS

- ***Policy References: JOD - Media Access to Students, JO/IGBAB – Education Records/Records of Students with Disabilities, JOA – Directory Information & JOB – Personally Identifiable Information***

School administrators shall be authorized to grant permission and set parameters for media access to students in their respective schools. Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require caregiver approval prior to publication.

Caregivers who do not want their student interviewed or photographed should direct their student accordingly.

District employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.

MEDICATIONS

- ***Policy Reference: JHCD/JHCDA - Medications***

The district recognizes that administering a medication to a student and/or permitting a student to administer a medication to themself, may be necessary when the failure to take such medication during school hours would prevent the student from attending school, and recognizes a need to ensure the

health and well-being of a student who requires regular doses or injections of a medication as a result of experiencing a life-threatening allergic reaction or adrenal crisis[6], or a need to manage hypoglycemia, asthma, or diabetes.

Students may be permitted to take medication and/or self-medicate at school, at school-sponsored activities, under the supervision of school personnel, and in transit to or from school or school-sponsored activities in accordance with Board policy and administrative regulations.

District-Administered Medication

- ***Policy Reference: JHCA/JHCB and JHCD/JHCDA-AR***

Request and caregiver permission for the district to administer prescription or nonprescription medication shall be made in writing by the caregiver or student, if the student is allowed to seek medical care without caregiver consent pursuant to ORS 109.610, 109.640 or 109.675.

Written instructions of the prescriber are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration, any other special instructions, and the signature of the prescriber. A prescription label prepared by a pharmacist at the direction of a prescriber meets the requirements for written instructions from the prescriber, if the information above is included (excluding the signature).

Written instructions, which include the information above and the reason that the medication is necessary for the student to remain in school, are required for all requests to administer non-prescription medication (caregivers signature in place of prescriber signature).

All medication to be administered by the district is to be brought to school in its original container. Medication not picked up by the caregivers within five school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district.

A request to the district to administer non-prescription medication that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

In situations when a licensed healthcare professional is not immediately available, trained personnel, designated by the district, may administer epinephrine, glucagon, or other medications to a student as prescribed and/or allowed by Oregon law.

A process shall be established by which, upon caregivers' written request, a backup prescribed auto injectable epinephrine pen be kept at a reasonable, secured location in the student's classroom.

Self-Medication

Students in grades K-12, who are able to demonstrate the ability, developmentally and behaviorally, to self-medicate, are permitted to self-medicate prescription and nonprescription medication upon:

1. Written request and permission of the caregivers or student, if the student is allowed to seek medical care without caregiversal consent pursuant to ORS 109.610, 109.640, or 109.675; and
2. Permission from a building administrator and either a prescriber or registered nurse practicing in a school setting; and
3. Compliance with age-appropriate guidelines.

[6] Under proper notice given to the district by a student or student's caregiver or guardian.

In the case of prescription medication, permission from the prescriber is also required. Such permission may be indicated on the prescription label. The instruction for a student to self-medicate will include an assurance that the student has been instructed in the correct and responsible use of the medication from the prescriber.

A student permitted to self-administer medication may be monitored by designated personnel to monitor the student's response to the medication.

All medication must be kept in its appropriately labeled, original container. The student's name is to be affixed to nonprescription medication.

A request to allow a student to self-administer nonprescription that is not approved by the Food and Drug Administration (FDA) shall include a written order from the student's prescriber that meets the requirements of law.

Students may have in their possession only the amount of medication needed for that school day, except for manufacturer's packaging that contains multiple dosages: in these situations the student may carry one package. Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited.

Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.

Contact the school office for additional information and forms.

Naloxone

Naloxone[7] or any similar medication that is in any form available for safe administration and that is designed to rapidly reverse an overdose of an opioid drug may be administered by trained, designated personnel to any student or other individual on school premises who the person believes in good faith is experiencing an overdose of an opioid drug.

Pre Measured Doses of Epinephrine

A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the person believes, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.

CAREGIVER INVOLVEMENT

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks caregivers to:

1. Encourage their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides;
2. Keep informed on district activities and issues. The district/grade school/high school newsletters published weekly, "Back to School" nights in the fall and caregivers/PTC club meetings provide opportunities for learning more about the district;

[7]{ The district is not required to provide or administer this medication.}

3. Become a district volunteer. For further information contact your student's school;
4. Participate in district caregivers organizations. The activities are varied, ranging from graduation activities to the building's site council to District Affinity Groups, with its emphasis on instructional improvement.

CAREGIVER RIGHTS

- ***Policy Reference: KAB - Caregiver Rights***

Caregivers of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Caregivers may also inspect any survey administered or distributed by the district or school containing one or more of the following items:

1. Political affiliations or beliefs of the student or the student's caregivers;
2. Mental or psychological problems of the student or the student's family;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers;
7. Religious practices, affiliations, or beliefs of the student or the student's caregivers;
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (e.g., name, address, telephone number, or social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information, and permission of the student's caregivers(s) or the student if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's caregiver(s).

Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination or screenings administered by the school and not otherwise permitted or required by state law should be directed to the office during regular school hours.

PEDICULOSIS (HEAD LICE)

- ***Policy Reference: JHCCF – Pediculosis (Head Lice)***

A student with a suspected case of head lice may be referred to designated trained staff for a screening. The screening will be done in a confidential manner by trained personnel.

School personnel will notify the parent or guardian of a student found with head lice and may provide information on treatment. The student will be allowed to remain in school.

Suggested school measures for head lice provided in *Communicable Disease Guidance for Schools* issued by the Oregon Department of Education and Oregon Health Authority will be consulted.

PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA

Personal technology, encompassing devices like cell phones, tablets, smartwatches, and headphones, brought to school by students, is subject to specific guidelines. To minimize distractions and maintain a focused learning environment, students are strongly encouraged to leave personal technology at home.

The district will not be liable for personal electronic devices brought to district property and district activities. The district will not be liable for information or comments posted by students on social media websites, when the student is not engaged in district activities, and not using district equipment.

Students found in violation of the personal electronic device use and possession prohibitions of Board policy, JFCEB – Personal Electronic Devices and Social Media, or any rules established by the building administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student's caregiver.

The taking, disseminating, transferring, or sharing of obscene, pornographic, lewd, or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring, or sharing obscene, pornographic, lewd, or otherwise illegal images or photographs will be reported to law enforcement and/or other appropriate state or federal agencies.

The district will not be responsible for the loss of, or damage to, personal property.
Policies are subject to change at the discretion of the district.

POSTERS

- ***Policy Reference: KJ - Commercial Advertising, KJA - Materials Distribution & KJB - Signs and Banners***

Signs, banners, or posters that a student wishes to display must first be approved by the superintendent or designee. Signs, banners, or posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

PROGRAM EXEMPTIONS

- ***Policy Reference: IGBHD - Program Exemptions***

Please check our website for the most current IGBHD policy.

PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS

- ***Policy Reference: IKE - Promotion and Retention of Students, JECDA - Transcript Evaluation***

A student shall be promoted from one grade to the next on the basis of academic, social, and emotional development.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved.

A decision to retain a student will be made only after prior notification and explanation to the student's caregivers.

Students in grades 9-12 will be promoted or retained in accordance with state and district graduation requirements.

Students will be placed in the grade level or course best suited to meet their needs, based on the district's evaluation of the student's transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by the district.

If the student is unable to provide appropriate documentation, the building principal or designee will make the grade level or course determination placement based on district-administered assessment(s) as deemed appropriate.

RELEASE OF STUDENTS FROM SCHOOL

- ***Policy Reference: JEDB - Student Dismissal Precautions***

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission or according to school sign-out procedures. The teacher will determine that permission has been granted before allowing the student to leave. A student will not be released to any person without the approval of their caregiver or as otherwise provided by law.

Release Time for Religious Instruction

- ***Policy Reference: JEF – Release Time for Religious Instruction***

Students may be released from school to engage in private instruction arranged by the parent(s) with the approval of the superintendent, provided that the student's caregiver assumes all responsibility for transportation and all liability during the student's absence from school. Private instruction arranged by caregivers on behalf of their student from outside vendors will not occur on campus during the school day.

REPORTS TO STUDENT AND CAREGIVERS

- ***Policy References: IK - Academic Achievement, IKA - Grading and Reporting System, IKAB - Student Progress Reports to caregivers***

Written reports of student progress reports shall be issued to caregivers at least annually informing caregivers of their student's progress toward achieving the academic content standards. caregivers will receive reports on their student's absences. Letter grades will be used.

Grading will be conducted on a nine-week basis. The nine-week grade will be based on many factors, such as: basic assignments, both oral and written; class participation; special assignments; research; activities of various types and kinds; and special contributions. At the beginning of the grading period students and caregivers will be informed regarding the basis of the grades and the methods to be used in determining them.

RESTRAINT OR SECLUSION

- ***Policy Reference: JGAB – Use of Restraint or Seclusion***

The district has developed a policy and administrative regulation to define the circumstances that must exist and the requirements that must be met prior to, during, and after the use of restraint or seclusion as an intervention with district students (see Board Policy JGAB – Use of Restraint or Seclusion and the accompanying administrative regulation).

Following an incident involving the use of restraint or seclusion, school staff will provide caregivers or guardians of the student the following:

1. Verbal or electronic notice of the incident by the end of the school day when the incident occurred.
2. Written documentation of the incident within 24 hours that provides:

    a. A description of the restraint or seclusion including:

        1) The date of the restraint or seclusion;
        2) The times the restraint or seclusion began and ended; and
        3) The location of the incident.

    b. A description of the student's activity that prompted the use of restraint or seclusion;
    c. The efforts used to de-escalate the situation and the alternatives to restraint or seclusion that were attempted.
    d. The names of staff of the district who administered the restraint or seclusion;
    e. A description of the training status of the staff of the district who administered the restraint or seclusion, including any information that may need to be provided to the caregivers or guardian;
    f. Timely notification of a debriefing meeting to be held and of the caregivers' or guardian's right to attend the meeting.
    g. Immediate[8], written notification of the existence of any records[9] related to an incident of restraint or seclusion(including photos or audio recording).
3. If the restraint or seclusion was administered by a person without training, the administrator will ensure written notice is issued to the caregivers or guardian of the student which includes notice of the lack of training, and the reason restraint or seclusion was administered by a person without training. The administrator will ensure written notice of the same to the superintendent.
4. An administrator will be notified as soon as practicable whenever restraint or seclusion has been used.

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[8] "Immediate"means to act as soon as possible without undue delay, but in no case later than within 24 hours of the incident (OAR 581-051-0556 (2)(e))

[9] Such records shall be maintained in accordance with ORS 339.294(9).

5. If restraint or seclusion continues for more than 30 minutes the student must be provided with adequate access to bathroom and water every 30 minutes. If restraint or seclusion continues for more than 30 minutes, every 15 minutes after the first 30 minutes, an administrator for the district must provide written authorization for the continuation of the restraint or seclusion, including providing documentation for the reason the restraint or seclusion must be continued. Whenever restraint or seclusion extends beyond 30 minutes, staff of the district will immediately attempt to verbally or electronically notify a caregiver or guardian.
6. A district Restraint and/or Seclusion Incident Report Form must be completed and copies provided to those attending the debriefing meeting for review and comment.
7. A documented debriefing meeting must be held within two school days after the use of restraint or seclusion. The parent or guardian of the student must be invited to attend the meeting[10], and the meeting will include staff members involved in the intervention and any other appropriate personnel. The debriefing team shall include an administrator. At the debriefing meeting, the district shall review, in its entirety, any audio or video recording[11] preserved as a record of the incident involving restraint or seclusion in accordance with the law. Written notes shall be taken and a copy of the written notes shall be provided to the caregivers or guardian of the student. The parent or guardian has the right to request another meeting in the event they were unable to attend the debriefing meeting scheduled to be held within two school days of the incident.
8. If serious bodily injury or death of a student occurs in relation to the use of restraint or seclusion,oral notification of the incident must be provided immediately to a parent or guardian of the student and to the Oregon Department of Human Services (DHS) and written notification of the incident must be provided to DHS within 24 hours of the incident.
9. If serious bodily injury or death of a staff member occurs in relation to the use of restraint or seclusion, written notification of the incident must be provided within 24 hours of the incident to the superintendent, to the Superintendent of Public instruction, and, if applicable, to the union representative for the affected person.
10. The district shall maintain a record of each incident in which injuries or death occurs in relation to the use of restraint or seclusion.
11. The district, upon request from DHS regarding an investigation of an incident of restraint or seclusion as suspected child abuse, shall disclose any records preserved to DHS or its designee which are deemed relevant to the subject investigation, in its original format and without any alteraton.

SPECIAL PROGRAMS

Bilingual Students: English Language Learners

- ***Policy Reference: IGBI - Bilingual Education***

Students whose primary language is 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 who are not able to use English in a manner that allows effective, relevant participation in educational planning for their student will be provided with relevant written, verbal or signed communication in a language they can understand.

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[10] "Meeting" means the debriefing meeting at which the audio or video recording will be viewed. (OAR 581-021-0556(9))

[11] To the extent practicable without altering the meaning of the record, the district shall segregate or redact from such a record any personally identifiable information of other students before disclosure to the student's parent or guardian. If the district is unable to segregate or redact personally identifiable information of other students without altering the meaning of the record, the district shall disclose the record to the student's parent or guardian in its original format and without any alteration. "Disclose" means to inform the student's parent or guardian that the record exists; that the record in its original format and without alteration will be available for review by the parent or guardian privately and in the debriefing meeting; and that a copy of the record will be provided to the student's parent or guardian upon request in its original and unaltered format except to the extent that the redaction is needed to protect the personally identifiable information of another student. (ORS 339.294; OAR 581-021-0556(10)).

Students with Disabilities

- ***Policy Reference: IGBA - Students with Disabilities - Child Identification Procedures***

The school provides programs and services for students with disabilities. A student or caregiver with questions should contact the school administrator.

Title IA Services

- ***Policy Reference: IGBC - Title IA/Caregiver Involvement***

The school provides special services for disadvantaged learners. Caregivers of eligible students are encouraged to become involved in the organized, ongoing planning, review, and improvement of the school's Title IA program efforts.

Notification will be provided of meetings held to inform caregivers of participating students of the school's participation in and requirements of Title IA. Students or caregivers with questions should contact a building administrator or counselor.

STUDENT/CAREGIVER COMPLAINTS

Discrimination Complaints

- ***Policy References: AC - Nondiscrimination and Civil Rights & JB - Equal Educational Opportunity,***

A student and/or caregiver with a complaint regarding possible discrimination of a student on any basis protected by law should contact the superintendent.

The district's final decision may be appealed to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 – 581-002-0023.

Bias Incident Complaints

- ***Policy Reference: ACB - Every Student Belongs***

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

"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[12], symbols of neo-Nazi ideology or the battle flag of the Confederacy.

The district prohibits the use or display of any symbols of hate on school property[13], or in an education program except where used in teaching curriculum that is aligned with state standards of education for public schools.

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[12] The display of a noose on public property with the intent to intimidate may be a Class A Misdemeanor under Senate Bill 398 (2021)

[13] "School property" means any property under the control of the district.

The complaint process is outlined in administrative regulation ACB-AR - Bias Incident Complaint Procedure.

Division 22 Education Standards Complaints

- ***Policy Reference: KL – Public Complaints***

Any resident of the district, caregiver of a student attending district schools, or a student attending a school in the district may express a concern alleging violation of the district's compliance with a Division 22 educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.

If the complainant wishes to pursue the matter further, the complainant will follow the complaint process outlined in Board policy KL – Public Complaints and any accompanying administrative regulations.

Instructional Materials Complaints

- ***Policy Reference: IIA - Instructional Resources/Instructional Material***

Complaints by students or caregivers about instructional materials should be directed to the principal. Should the student or caregivers, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a "Challenge Request for Instructional Materials" may be requested from the school office. The principal will be available to assist in the completion of such forms as requested.

All Challenge Request forms must be signed by the complainant and filed with the superintendent. A review committee, comprised in accordance with Board policy, will review the material and forward a recommendation to the superintendent for appropriate action and notification to the complainant. A copy of the committee's recommendation and justification will be forwarded to the complainant together with the superintendent's written decision.

The complainant may appeal the superintendent's decision to the Board, whose decision will be final.

Placement/Enrollment of Homeless Students Complaints

- ***Policy Reference: JECBD - Homeless Students***

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/caregiver may appeal the school's written decision in accordance with the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator. Additional information may be obtained by contacting the district's liaison for students in homeless situations.

Public Complaints

- ***Policy Reference: KL – Public Complaints***

The district will develop and implement effective means of resolving complaints voiced by employees, students, caregivers of a student who attends school in the district or persons who reside in the district and will use recognized channels of communication.
The Board advises that the process for resolving a complaint as follows:
1. Teacher/Employee;
2. Principal/Supervisor;
3. Superintendent/Designee;
4. Board.

The complaint procedure is available at the district's administrative office and on the home page of the district's website.
If a complaint addresses one or more of the issues identified below, a complainant should use the complaint process available in any of the following policies and administrative regulations (AR):
1. Discrimination or harassment on a basis protected by law: Board policy AC, AC-AR;
2. Bias incidents or display of symbols of hate: Board policy ACB, ACB-AR;
3. Sexual harassment (staff): Board policy GBN/JBA, GBN/JBA-AR(1), GBN/JBA-AR(2);
4. Sexual harassment (student): Board policy JBA/GBN, JBA/GBN-AR(1), JBA/GBN-AR(2);
5. Workplace harassment: GBEA, GBEA-AR;
6. Hazing, harassment, intimidation, bullying, menacing or cyberbullying (staff): Board policy GBNA, GBNA-AR;
7. Harassment, intimidation, bullying, cyberbullying, or teen dating violence (student): Board policy JFCF, JFCF-AR;
8. Sexual conduct with a student (staff): Board policy GBNAA/JHFF, GBNAA/JHFF-AR;
9. Sexual conduct with a student (student): Board policy JHFF/GBNAA, JHFF/GBNAA-AR;
10. Instructional resources or instructional materials: Board policy IIA, IIA-AR.

Any complaint about school personnel other than the superintendent will be investigated by the administration before consideration and action by the Board. The Board will not hear complaints against employees in a session open to the public unless an employee requests an open session.

A complaint of retaliation against a student who in good faith reported information that the student believes is evidence of a violation of state or federal law, rule or regulation, should be reported to the superintendent.

Complaints against the principal should be filed with the superintendent. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the superintendent should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board as a whole or against an individual Board member should be referred to the Board chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

Complaints against the Board chair should be referred directly to the Board vice chair on behalf of the Board. (See KL-AR(1) – Public Complaint Procedure)

The district may offer mediation or another alternative dispute resolution process as an option if all parties to the complaint agree in writing to participate in such mediation or resolution.

A complainant must file a complaint within the later of either time limit set below, in accordance with state law:
1. Within two years after the alleged violation or unlawful incident occurred or the complainant discovered the alleged violation or unlawful incident. For incidents that are continuing in nature, the time limitation must run from the date of the most recent incident; or
2. Within one year after the affected student has graduated from, moved away from or otherwise left the district.

In order to ensure clarity regarding timelines and the district ‘s process for responding to complaints, the district does not allow complainants to “pause” complaints. If a complainant indicates that they want to pause the district response to a complaint, the district will consider the complaint to be withdrawn and will explain this to the complainant. If the complainant chooses to refile the complaint at a later date, any such refiling will be treated as a new complaint and must meet the requirements of this policy.

The superintendent will administer the complaint process, as appropriate, established by administrative regulation KL-AR(1) – Public Complaint Procedure.

If a complainant, who is a parent or guardian of a student who attends school in the district, a student, or a person who resides in the district, alleges a violation of Oregon Administrative Rule (OAR), Chapter 581, Division 22 (Division 22 Standards), ORS 339.285 - 339.303 or OAR 581-021-0550 - 581-021-0570 (Restraint and Seclusion), or ORS. 659.852 (Retaliation) and the complaint is not resolved through the complaint process, the complainant may appeal the district's final decision to the Deputy Superintendent of Public Instruction under OAR 581-002-0001 – 581-002-0023 (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction).

Suspected Sexual Conduct with Students by District Employees, Contractors, Agents, and Volunteers of the District

- ***Policy Reference: JHFF/GBNAA –Suspected Sexual Conduct with Students and Reporting Requirements***

Sexual conduct by district employees, contractors[14], agents[15], and volunteers[16] is prohibited and will not be tolerated. All district employees, contractors, agents, and volunteers are subject to Board policy JHFF/GBNAA – Suspected Sexual Conduct with Students and Reporting Requirements.

"Sexual conduct," means verbal or physical conduct or verbal, written or electronic communications by a school employee, a contractor, an agent, or a volunteer that involve a student and that are sexual advances or requests for sexual favors directed toward the student, or of a sexual nature that are directed toward the student or that have the effect of unreasonably interfering with a student's educational performance or of creating an intimidating or hostile educational environment. "Sexual conduct" does not include touching or other physical contact that is necessitated by the nature of the school employee's job duties or by the services required to be provided by the contractor, agent or volunteer, and for which there is no sexual intent; verbal, written or electronic communications that are provided as part of an education program that meets state educational standards or a policy approved by the Board; or conduct or communications described in the definition of sexual conduct herein if the school employee, contractor, agent or volunteer is also a student and the conduct or communications arise out of a consensual relationship between students, do not create an intimidating or hostile educational environment and are not prohibited by law, any policies of the district or any applicable employment agreements.

"Student" means any person who is in any grade from prekindergarten through grade 12 or 21 years of age or younger and receiving educational or related services from the district that is not a post-secondary institution of education, or who was previously known as a student by the person engaging in sexual conduct and who left school or graduated from high school within 90 days prior to the sexual conduct.

The district will post in each school building the names and contact information of the employees designated for the respective school buildings to receive reports of suspected sexual conduct and the procedures the designee will follow upon receipt of the report.

In the event this person is the suspected perpetrator, the alternative licensed administrator shall receive the report. When the licensed administrator takes action on the report, the person who initiated the report must be notified. The district will notify, as allowed by state and federal law, the person who was

[14] "Contractor" means a person providing services to the district under a contract in a manner that requires the person to have direct, unsupervised contact with students.
[15] "Agent" means a person acting as an agent for the district in a manner that requires the person to have direct, unsupervised contact with students.
[16] "Volunteer" means a person acting as a volunteer for the district in a manner that requires the person to have direct, unsupervised contact with students.

subjected to the suspected sexual conduct about any actions taken by the district as a result of the report.

The district shall make available each school year the training described below to volunteers and caregivers of students attending district-operated schools.

1. Prevention and identification of sexual conduct;
2. Obligations of district employees under ORS 339.388 and 419B.005 – 419B.050 and under adopted board policies to report suspected sexual conduct; and
3. Appropriate electronic communications with students.

Students with Disabilities Complaints

- ***Policy Reference: ACA - Americans with Disabilities Act, IGBAG - Special Education - Procedural Safeguards***

A complaint or concern regarding the identification, evaluation, or placement of a student with disabilities or the accessibility of the district's services, activities, or programs to a student, should be directed to the superintendent or designee.

Students with Sexual Harassment Complaints

- ***Policy Reference: JBA/GBN - Sexual Harassment***

The district is committed to eliminating sexual harassment. Sexual harassment will not be tolerated in the district. All students, staff members and other persons are entitled to learn and work in an environment that is free of harassment. All staff members, students and third parties are subject to this policy. Any person may report sexual harassment.

The district processes complaints or reports of sexual harassment under Oregon Revised Statute (ORS) 342.700 et. al. and federal Title IX laws found in Title 34 C.F.R. Part 106. Individual complaints may require both of these procedures, and may involve additional complaint procedures.

Oregon Definition Sexual harassment of students, staff members or third parties shall include:

1. A demand or request for sexual favors in exchange for benefits;
2. Unwelcome conduct of a sexual nature that is physical, verbal, or nonverbal and that:
    a. Interferes with a student's educational activity or program;
    b. Interferes with a school or district staff member's ability to perform their job;
    c. or Creates an intimidating, offensive or hostile environment.
3. Assault when sexual contact occurs without the student's, staff member's or third party's consent because the student, staff member of third party is under the influence of drugs or alcohol, is unconscious or is pressured through physical force, coercion or explicit or implied threats.

Sexual harassment does not include conduct that is necessary because of a job duty of a school or district staff member or because of a service required to be provided by a contractor, agent, or volunteer, if the conduct is not the product of sexual intent or a person finding another person, or another person's action, offensive because of that other person's sexual orientation or gender identity.

Examples of sexual harassment may include, but not be limited to, physical touching or graffiti of a sexual nature; displaying or distributing of sexually explicit drawings; pictures and written materials; sexual gestures or obscene jokes; touching oneself sexually or talking about one's sexual behaviors in front of others; or spreading rumors about or rating other students or others as to appearance, sexual activity or performance.

General Procedures

When information, a report or complaint regarding sexual harassment is received by the district, the district will review such information, report or complaint to determine which law applies and will follow the appropriate procedures. When the alleged conduct could meet both of the definitions in ORS Chapter 342 and Title IX, both complaint procedures should be processed simultaneously (*see* JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure and JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure). The district may also need to use other complaint procedures when the alleged conduct could meet the definitions for other complaint procedures{[17]}.

Reports and complaints of sexual harassment should be made to the following individual: Chris Russo Superintendent: Phone 503-262-4840 & Email crusso@riverdale.k12.or.us. Tammie Wing Human Resources Specialist: 503-262-4840 twing@riverdale.k12.or.us. These individuals are responsible for accepting and managing complaints of sexual harassment. Persons wishing to report should contact them using the above information. The superintendent is also designated as the Title IX Coordinator. See JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure.

Sexual Harassment Complaint Procedure (Oregon Procedure Requirement)

See administrative regulation JBA/GBN-AR(1) - Sexual Harassment Complaint Procedure for reporting and investigating reports, information, or complaints of sexual harassment.

Federal Law (Title IX) Sexual Harassment Complaint Procedure

See administrative regulation JBA/GBN-AR(2) - Federal Law (Title IX) Sexual Harassment Complaint Procedure for reporting and investigating reports, information, or complaints of sexual harassment.

Talented and Gifted (TAG) Programs and Services Complaints

- ***Policy Reference: IGBBC - Talented and Gifted - Programs and Services***

Individuals with complaints regarding the appropriateness of programs or services provided for TAG students should complete the TAG Standards Complaint form available through the school office. All complaints will be reported to the superintendent or designee who will arrange for a review committee to meet within two school days of receiving the written complaint to review all pertinent information.

A recommendation will be submitted to the superintendent or designee within 10 school days of receiving the original complaint. The superintendent will report the recommendation to the Board whose decision will be final.

The complainant may file an appeal with the Deputy Superintendent of Public Instruction if dissatisfied with the decision of the Board or 90 or more days have elapsed since the original filing of a written complaint alleging a violation of standards with the district. A copy of the OAR will be provided upon request.

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[17] {Common complaint procedures that may also be involved include: Nondiscrimination (Board policy AC), Workplace Harassment (Board policy GBEA), Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence and Domestic Violence – Student (Board policy JFCF), and Reporting Requirements for Suspected Sexual Conduct with Students (Board policy GBNAA/JHFF)}

STUDENT EDUCATION RECORDS

- ***Policy References: EHA – Health Insurance Portability and Accountability Act, JO/IGBAB - Education Records/Records of Students with Disabilities, JOA - Directory Information, JOB - Personally Identifiable Information & JN - Student Fees, Fines and Charges***

The information contained below shall serve as the district's annual notice to caregivers of minors and eligible students (if 18 years of age or older) of their rights, the location and district official responsible for education records.

"Education records" are those records directly related to a student and maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without caregivers and eligible student notice and consent will comply with all state and federal laws.

Personally identifiable information shall not be disclosed without caregivers or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Full legal name of student;
2. Name and address of educational agency or institution;
3. Student birth date and place of birth;
4. Name of caregivers/guardian;
5. Date of entry into school;
6. Name of school previously attended;
7. Course of study and marks received;
8. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;
9. Credits earned;
10. Attendance;
11. Date of withdrawal from school; and
12. Such additional information as the district may prescribe.

Providing a student's social security number is voluntary and will be included as part of the student's permanent record only if provided by the eligible student or caregivers. The district will notify the eligible student or caregivers as to the purposes a social security number will be used. At no point will a student's social security number or student identification number be considered directory information.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

Access/Release of Education Records

The Family Educational Rights and Privacy Act (FERPA) provides certain rights for parents/guardians regarding their student's educational records. These rights include, but are not limited to, Access to Education Records, Amendment of Education Records, and Disclosure of Education Records. For more information on please visit the US Department of Education Student Privacy page.

- ***Policy Reference: JECAC/GBH - Staff/Student/caregivers Relations***

By law, both caregivers, whether married, separated, or divorced, have access to the records of a student who is under 18 years of age, unless the district is provided evidence that there is a court order

or caregiver plan, state statute or legally-binding document relating to such matters as divorce, separation, or custody that specifically revokes these rights.

Caregivers of a minor, or an eligible student (if 18 years of age or older), may inspect and review education records during regular district hours.

Provision for Hearing to Challenge Content of Education Records

Caregivers of a minor, or eligible student (if 18 years of age or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading, or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Caregivers shall make request for hearing in which the objections are specified in writing to the principal;
2. The district shall appoint a hearings officer who shall establish a date and location for the hearing agreeable to both parties;
3. The hearings panel shall consist of the following:

    a. The principal or designated representative;
    b. A member chosen by the eligible student or student's caregivers(s); and
    c. A disinterested, qualified third party appointed by the superintendent.

4. The hearing shall be private. Persons other than the student, caregivers or guardians, witnesses, and counsel shall not be admitted.

An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. They shall hear evidence from the staff and from the caregivers to determine the point or points of disagreement regarding the education records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the caregivers.

If, after such a hearing is held as described above, the caregivers are not satisfied with the recommended action, the caregivers may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed, or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The caregiver or eligible student may file a complaint with the Student Privacy Policy Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Student Privacy Policy Office, U.S. Department of Education, Washington D.C., 20202.

A copy of the district's education records Board policy and administrative regulation may be obtained by contacting the office.

Requests for Education Records

- ***Policy Reference: JO/IGBAB-AR***

The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, education service district, institution, agency, detention facility, or youth care center in which the student was formerly enrolled and shall request the student's education record.

Transfer of Education Records

The district shall transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. Readable copies of the following documents shall be retained:
a. The student's permanent records, for one year;
b. Such special education records are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student reaches age 21 or 5 years after last seen, whichever is longer.

STUDENT SEARCHES

- ***Policy References: JFG - Student Searches, KN - Relations with Law Enforcement Agencies***

Searches

District officials may search the student, their personal property, and property assigned by the district for the student's use on district property or when the student is under the jurisdiction of the school 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.

Searches shall be "reasonable in scope", that is, the measures used are reasonably related to the objectives of the search, the unique features of the official's responsibilities, and the area(s) which could contain the item(s) sought and will not be excessively intrusive in light of the age, sex, maturity of the student, and nature of the infraction. Strip searches are prohibited by the district.

District officials may seize any item 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.

District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.

District-owned storage areas assigned for student use, such as lockers, and desks, may be routinely inspected. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance or proper sanitation, to check mechanical conditions and safety, and to reclaim overdue library books, texts, or other instructional materials, property, or equipment belonging to the district. The student will generally be permitted to be present during the inspection.

Items found which are evidence of a violation of law, policy, regulation, or school rule may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.

Questioning of Students

- ***Policy References: JHFE/GBNAB-AR(1) - Reporting of Suspected Abuse of a Child, JHFE/GBNAB-AR(2) – Abuse of a Child Investigations Conducted on District Premises, KN-AR(1) – Relations with Law Enforcement Agencies & KN-AR(2) – Investigations Conducted on District Premises***

If a law enforcement official is allowed to question or meet with students during the school day or during periods of extracurricular activities, the principal or designee will be present, when possible. An effort will be made to notify the caregivers of the situation.

Caregivers are advised that when an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of abuse of a child, the investigator may exclude district personnel from the investigation and may prohibit personnel from contacting caregivers.

STUDENT SUICIDE PREVENTION

- ***Policy Reference: JHH – Student Suicide Prevention***

The district shall develop a comprehensive student suicide prevention plan for students in kindergarten through grade 12.

View the RSD Suicide Prevention Plan here.

TALENTED AND GIFTED PROGRAM

Identification of Talented and Gifted Students

- ***Policy References: IGBBA - Talented and Gifted Students - Identification & IGBBC - Programs and Services - Talented and Gifted***

The district's TAG program and service options will be developed and based on the individual needs of the student.
The district serves talented and gifted students in grades K-12. Students will be identified based on:

1. Use of evidence-based 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:
    a. Students who are racially/ethnically diverse;
    b. Students experiencing disability;
    c. Students who are culturally and/or linguistically diverse;
    d. Students experiencing poverty; and
    e. 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.
6. 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. The instruction provided shall be designed to accommodate the student's assessed levels of learning and accelerated rates of learning. Caregivers may request the withdrawal of their student from TAG at any time.

Appeals

A caregiver may appeal the identification process and/or placement of their student in the district's TAG program as follows:

Informal Process

1. The caregivers will contact the principal or designee to request reconsideration.
2. The principal or designee will confer or meet with the caregivers, and may include any additional appropriate persons, (e.g., principal, counselor, teacher), within five working days of the request. Information pertinent to the selection or placement or services will be shared.
3. If an agreement cannot be reached, the caregivers may initiate the Formal Process.

Formal Process

1. Caregivers shall submit a written request for reconsideration of the identification/placement to the principal within five working days of the conference identified in the informal process.
2. The principal shall acknowledge in writing the receipt of the request within five working days.
3. The principal and other appropriate administrators shall review the student's file and earlier decisions within 10 working days of the original request presented in the previous step. Additional data may be gathered to support or change the earlier decision. The caregivers may be provided an opportunity to present additional evidence.
4. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures.
5. A decision will be made by the principal within 20 working days after receipt of the written request for reconsideration from the caregivers. The caregivers shall be notified of the decision in writing and the decision shall be forwarded to the superintendent.
6. The decision may be appealed to the Board; and
7. If the caregivers are still dissatisfied, they may file an appeal to the Deputy Superintendent of Public Instruction under Oregon Administrative Rules (OAR) 581-002-0001 - 002-0023. The district shall provide a copy of the OARs upon request.

THREATS

- ***Policy References: JFCM - Threats of Violence, FCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence or Domestic Violence - Student***

The district prohibits student violence or threats of violence in any form. Student conduct that threatens or intimidates and disrupts the educational environment, whether on or off school property, will not be tolerated. A student may not verbally or physically threaten or intimidate another student, staff member, or third party on school property. A student may not use any electronic equipment to threaten, harass, or intimidate another. Additionally, false threats to damage school property will not be tolerated.

Students in violation of the district's Board policy JFCM – Threats of Violence will be subject to discipline up to and including expulsion, and may be subject to civil or criminal liability. The principal shall notify the caregivers or guardian when their student is in violation of this policy and the disciplinary action imposed.

TOBACCO PRODUCTS, ALCOHOL, DRUGS OR INHALANT DELIVERY SYSTEMS

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

Student possession, use, sale or distribution of any tobacco product or inhalant delivery system on or near district property or grounds, including parking lots, or while participating in school-sponsored activities is strictly prohibited and will result in disciplinary action. Any form of promotion or advertisement related to any tobacco product or inhalant delivery system is also strictly prohibited. A student may be referred to law enforcement officials. Caregivers will be notified of their student's violation and subsequent action taken by the school.

"Tobacco product" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, and any other smoking product, spit tobacco also known as smokeless, dip, chew, or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

"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. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.

TRANSCRIPT EVALUATION

- ***Policy Reference: JECDA - Transcript Evaluation***

Transfer credits and attendance may be accepted or rejected at the discretion of the district consistent with Oregon Administrative Rules and established district policy, administrative regulation, and/or school rules.

Transfer credits will be evaluated upon receipt of transcript from the issuing institution per policy JECDA and JECDA - AR. Transcripts should be submitted to the principal's administrative assistant.

TRANSPORTATION OF STUDENTS

- ***Policy Reference: EEACC Student Conduct on School Buses***

A student being transported on district-provided transportation is required to comply with the Student Code of Conduct. Any student who fails to comply with the student code of conduct may be denied transportation services and shall be subject to disciplinary action.

RGS Bus Stop Change Procedure (K-8):

To ensure student safety when a K-8 student needs to get off the bus at a stop other than their regular one, a bus pass is required. To obtain a bus pass:

- **Email the RGS Attendance Office:** Parent/guardians should email rgsattendance@riverdale.k12.or.us with the student's name, grade, date, and the alternate bus stop. The office will then issue a bus pass to the student.

- **Written Note (*Alternative*):** A signed written note containing the same information can be sent to the office for a bus pass to be issued.

Students must show the bus pass to the driver to exit at any stop other than their own. Without a pass, students will be directed to their regular stop.

Transportation Rules and Conduct

The following rules shall apply to student conduct on district transportation:

1. Students being transported are under the authority of the bus driver;
2. Fighting, wrestling, or boisterous activity is prohibited on the bus;
3. Students will use the emergency door only in case of emergency;
4. Students will be on time for the bus, both morning and evening;
5. Students will not bring firearms, weapons, or other potentially hazardous materials on the bus;
6. Students will not bring animals, except approved service 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 must refrain from damaging it;
15. Students will be courteous to the driver, fellow students, and passersby;
16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.

Disciplinary Procedures for Violations of Transportation Rules

The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:

First Citation - Warning: The driver verbally restates behavior expectations and issues a warning citation.

Second Citation: The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, the caregivers, the bus driver, the transportation supervisor, and the principal.

Third Citation of the Year: The student receives a 5- to 10-day suspension and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, the caregivers, the bus driver, the transportation supervisor, and the principal. At this time, a behavior contract will be made with the student and a bus seat may be assigned. Further violations of bus regulations will be considered a severe violation.

Severe Violations: Any severe violation will result in the immediate suspension of the student for a minimum of 10 days and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, the bus driver, the transportation supervisor, the caregiver, and the principal.
In all instances, the appeal process may be used if the student and/or caregiver desires.

Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's individualized education program (IEP) for students considered disabled under IDEA or the individually-designed program for students considered disabled under Section 504 and in accordance with Board-adopted policies and procedures governing the discipline of students with disabilities.

VEHICLES/BICYCLES/SKATEBOARDS ON CAMPUS

- ***Policy References: JHFD - Student Vehicle Use***

Vehicles parked on district property are under the jurisdiction of the district. The district requires that before parking privileges are granted the student must show that they hold a valid driver's license, the vehicle is currently registered, and that the student driving the vehicle is insured under a motor vehicle liability insurance policy.

In applying for a parking permit students will be notified that parking on district property is a privilege and not a right. Students will be notified that as a condition of parking on district property, district officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule, and/or procedure violation.

Parking privileges, including driving on district property, may be revoked by the building principal or designee for violations of Board policies, administrative regulations, or school rules.

The district assumes no liability for loss or damage of personal property, including vehicles, bicycles, or skateboards, or to injuries caused in the use of them.

VIDEO SURVEILLANCE

- ***Policy Reference: ECAC - Video Surveillance***

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent in accordance with local, state and federal laws.

Students or staff in violation of Board policies, administrative regulations, building rules or law shall be subject to appropriate disciplinary action. Others may be referred to law enforcement.

The district shall notify staff and students through student/parent and staff handbooks that video surveillance may occur on district property.

Video surveillance cameras shall not be placed to monitor areas where there is a reasonable expectation of privacy, including locker rooms and restrooms.

A video recording may become a part of a student's educational record or a staff member's personnel record. The district shall comply with all applicable state and federal laws related to record maintenance and retention.

Viewing Rights

Only authorized staff may be permitted to access and view video recordings. Video will be retained according to federal, State and local laws. Under no circumstances shall video be exploited for purposes of personal gain, profit, or commercial publication. Video shall not be disclosed to parents, students or members of the public except as may be authorized by law.

Access to video recordings from security cameras shall be limited to school administrators (Superintendent/designee, School Principal/designee). Law enforcement officials (Chief of Police/designee) shall be granted access to video recordings after giving prior notice to the School Superintendent/designee.

Video recordings are treated by the district as part of a student's educational record or staff member's personnel record. The district will comply with all applicable state and federal laws, and Board policies related to records maintenance, retention, disclosure, and release of information.

Viewing requests must be submitted in writing if other than from authorized school officials. Requests for viewing will be limited to those parents/guardians, students, law enforcement authorities, and/or other officials with direct interest in the proceedings. Authorization for viewing may be granted by the school principal, assistant superintendent, or superintendent.

A written record will be maintained for those viewing video recordings, including the date of viewing, reason for viewing, date the recording was made, location at school or district office, and signature of viewer. All viewing will include the school principal or his/her designee, or authorized staff from the district Information Systems Department.

Video Retention

Any time a video recording is used to support student disciplinary action, the recording shall be retained by the site administrator or designee, and kept on file. Any time a recording is used to support employee disciplinary action, the recording shall be retained by the Human Resources Department, and kept on file. The recording will be retained as required by law.

Educational Record
Per FERPA: As with any other "education record," a photo or video of a student is an education record, subject to specific exclusions, when the photo or video is: (1) directly related to a student; and (2) maintained by an educational agency or institution or by a party acting for the agency or institution. (20 U.S.C. 1232g(a)(4)(A); 34 CFR § 99.3 "Education Record"

VISITORS

- ***Policy References: KK - Visitors to District Facilities, ECAA - Access to Buildings, ECAAA - Employee Identification Badge System & ECAC - Video Surveillance***

Caregivers and other visitors are encouraged to visit district schools after scheduling such visits with the principal or designee. To ensure the safety and welfare of students, that schoolwork is not disrupted, and that visitors are properly directed to the areas in which they are scheduled, all visitors must report to the school office upon entering school property. The principal will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the principal.

Volunteer Requirements & Directions

1. Create an account with Verified Volunteers and start your background check.
    - You will receive an email with your approval status.
    - If there is a concern with the result reported from the background check, you will be contacted by the school.
    - You will not be allowed to volunteer until your school receives a clearance after the background check is completed. The approval/declination process may take a week or more depending on the time of year (beginning of the school year and field trip season are the busiest.)
    - This process must be completed **EVERY YEAR.** At the end of that period, you will be asked to verify all information has remained the same and the screening will be re-run, before you are issued a new badge.
2. Complete Riverdale School District's bias training.
    - This training must be completed annually (**prior to volunteering during the given school year**).
    - This training will be offered at school events at the beginning of the year (e.g., Open House) in addition to ongoing opportunities to make it accessible throughout the year.
    - Contact RSD's Director of Equity Elizabeth Spaulding espaulding@riverdale.k12.or.us for more information about this training schedule.

Additional Requirements

- READ: Abuse and Sexual Conduct Information and Reporting Requirements for School Contractors, Agents and Volunteers

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EMERGENCY INFORMATION

If You See Something, Say Something

At Riverdale School District, we have a collective responsibility to keep our students and staff safe throughout the learning process. The most effective way to do so is to communicate with the school immediately if you become aware of a threat or potential threat to the school community. When made

aware of a threat, Riverdale School District staff will act immediately to take steps to keep the students, staff, and property of Riverdale School District as safe as possible. Students, staff, parents/guardians, and community members: If you see something, say something!

SafeOregon

What should you do to report bullying, harassment, acts of racism and discrimination, violence and drugs, or if you learn someone is threatening to harm themselves or others?

- If you have a concern at school, let an adult know immediately.
- If you have a concern when you are outside school or online, use one of the following options:
  - Call one of two 24/7 anonymous concern reporting line: **844-472-3367**
  - Email to tip@safeoregon.com
  - Report online at www.safeoregon.com
- Call 911 if someone is hurting themselves or others right now.
- Remember, reporting a concern is not "snitching," it's helping save lives.
- Watch this video to learn how SafeOregon works.

Are you being bullied? Visit our Bullying Policy page.

We are committed to creating and sustaining an anti-racist culture in our school district. Please utilize the above reporting system, or contact staff directly, to inform us of harm occurring in connection to our school district. Our staff stand ready to receive and respond to reports. **Read the Riverdale School District's Anti-Racism Resolution here.**

Student-Parent Reunification

In the event of an emergency or critical incident, Riverdale School District is accountable for the reunification of students with their parents or guardians. The Student- Parent Reunification 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 and email messaging to distribute information on what has occurred, where to report, and what to bring. Parents and guardians will be required to present valid ID to pick up their student(s). Do not go to the school to pick up your child unless you have been given instructions to do so. For more information, see the Standard Reunification Method here.

Emergency Contact Information

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

STUDENT THREAT ASSESSMENT TEAM (STAT) SYSTEM:

The system consists of the following levels:

- **Inquiry** -- School Principal consults with another member of the STAT team and determines the need for a Level 1 assessment.
- **Level 1** -- A school-based Student Threat Assessment Team consisting of an administrator, SRO, school psychologist and/or school counselor, and case manager, if an incident involves a student with disabilities. The team may involve other participants in the Level 1 process and/or request consultation from the district STAT Coordinator
- **Level 2** -- If the Level 1 team determines there is a need for further assessment, assistance in development of the Student Safety Management Plan, or concerns that cannot be addressed at the Level 1 then the case will be referred to the Level 2 team. Level 1 Teams will contact the STAT Coordinator/PSO to initiate the referral. The Plan Manager on the Level 1 team will present the case to the Level 2 team. Level 2 Teams are a panel of multi- agency members from the School District, local Law Enforcement, Multnomah County Mental Health, DHS, and Multnomah County Juvenile Department that assists school-based STAT members with threat management and identification of resources. Level 2 Teams do not case manage.

Standard Response Protocol (SRP Emergency)

IN AN EMERGENCY
TAKE ACTION

HOLD! In your room or area. Clear the halls.

STUDENTS
Clear the hallways and remain in room or area until the "All Clear" is announced
Do business as usual

ADULTS
Close and lock the door
Account for students and adults
Do business as usual

SECURE! Get inside. Lock outside doors.

STUDENTS
Return to inside of building
Do business as usual

ADULTS
Bring everyone indoors
Lock outside doors
Increase situational awareness
Account for students and adults
Do business as usual

LOCKDOWN! Locks, lights, out of sight.

STUDENTS
Move away from sight
Maintain silence
Do not open the door

ADULTS
Recover students from hallway if possible
Lock the classroom door
Turn out the lights
Move away from sight
Maintain silence
Do not open the door
Prepare to evade or defend

EVACUATE! (A location may be specified)

STUDENTS
Leave stuff behind if required to
If possible, bring your phone
Follow instructions

ADULTS
Lead students to Evacuation location
Account for students and adults
Notify if missing, extra or injured students or adults

SHELTER! Hazard and safety strategy.

STUDENTS
Use appropriate safety strategy for the hazard

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Hazmat	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

ADULTS
Lead safety strategy
Account for students and adults
Notify if missing, extra or injured students or adults

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K12 2021 STANDARD RESPONSE PROTOCOL

Levels of Intervention and Disciplinary Response

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

Level 1: This level of support is intended to heavily focus teaching and coaching to encourage the student to fix or repair the problem. No office referrals accompany this level.

a. Classroom Interventions and responses. Quality classroom instruction and management result in increased student engagement and decreased behavioral issues. These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.
b. School-Based Interventions. These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

Level 2: Intensive support and administrative staff interventions and responses
These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school. This level includes parent notification and a minor or major referral. Corrective action focuses on repairing any harm done and resolving conflict.

Level 3: Suspension and referral responses
These interventions may involve the removal of a student from the school environment for up to ten days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while still adequately addressing the behavior.

Suspension Process
Suspension (in or out of school) temporarily removes from a student the right of attending school or school activities and/or being on District school property. After reviewing available information, suspensions may be made by the principal. The length of the suspension shall be determined by the severity of the act and previous behavior of the student.

In all cases, an administrator will notify the parent/guardian by letter and, when possible, by telephone, and the procedure for reinstatement will be explained.

The period of suspension is not to exceed a maximum of ten (10) school days. In specific circumstances, a suspension may be continued until some specific pending action occurs such as physical or mental examination or incarceration by court action.

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

a. Non-accidental conduct causing serious physical harm to a student or employee;

b. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the student's conduct poses a threat to the health or safety of students or employees; or
c. When the suspension or expulsion is required by law.

Level 4: Expulsions.
These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.

Positive Behavior Interventions and Supports (PBIS) and Discipline

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

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

At RGS, our universal expectations are as follows:

Safety is about making sure everyone has a mind on safety, for themselves and others, in everything they do.
Ownership is the expectation that we take ownership of our decisions and our learning and how they impact ourselves and others.
Acceptance is the expectation that we accept everyone with kindness and approach experiences and people with an open-mind.
Respect means that we treat all people, property, and rules with care.

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

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

RIVERDALE HIGH SCHOOL INFORMATION

Course Guide

The most up-to-date version of the RHS Course Guide can be found on the Riverdale High School Website under Academics > Courses > Course Guide.

College Counseling

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

Student Success Measures: College-readiness:

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

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

Continual personal learning:
Students record learning goals and report their progress towards achieving those goals.

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

Collaboration goal between students, teachers, and parents:
Families report that they feel informed and valued as active partners in their child's education.

Grading Policy

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

During each term students will receive two grade reports – midterm progress reports and final term grades. Midterm progress reports do not carry credit. Final term grades do carry credit and are computerized in a student's four-year, cumulative grade point average (GPA). Riverdale assigns plusses and minuses.
Students receiving an Incomplete (I) at the end of the term must immediately make arrangements with their teacher to make up incomplete work. It must be completed within 10 school days of the end of the term. (Further information available upon request at the office.)

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

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

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

Grade Appeals

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

Honors Option

Honors coursework is available to qualified students in all core classes (English, Art, Science, History, Math, World Language) and some electives. It is not a separate class, but an extension of the regular course. The Honors option encourages deeper thinking and provides greater challenge for students who are interested in and capable of such work. Students who wish to pursue Honors must be self-directed, able to meet deadlines and work independently. Honors work might include research, reading and

writing, leadership and presentations, problem solving, scientific experimentation and investigation, community service, or independent projects.

Successful completion of Honors will be noted on a student's transcript with an "H" next to the course grade. Honors students must earn a grade no lower than B (the H will be dropped if the course grade falls below B). An H on the school transcript is valuable in college admissions, as it indicates that a student has taken the most rigorous route for that course. Also, the number of H's on transcripts may be used to determine Valedictorian and Salutatorian. To be enrolled in Honors, a student must submit an Honors contract no later than two weeks into a course. Before that date, teachers will post their Honors curricula on their Google Classroom sites and explain expectations. Caregivers, students, and teachers will sign the Honors contract. Students who continue to take Honors after conferences are expected to complete the Honors commitment. Given the natural period of adjustments to high school, ninth graders may elect Honors in no more than two (2) courses in their first term.

Homework Policy

Homework policies will be determined at each school site. Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills, and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.

Teacher Expectations

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

Testing Expectations

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

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

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

FORMAL ACKNOWLEDGEMENT OF STUDENT & FAMILY HANDBOOK REVIEW

We, the undersigned, understand that the Student & Family Handbook (SFH) contains information for caregivers and students. We acknowledge that we have reviewed the SFH.

We are aware that the SFH contains information and policies for our review. One purpose of the SFH is to communicate student behavior expectations. We understand and consent to the responsibilities outlined in the Student Code of Conduct as outlined in the Riverdale student-family handbook. We also understand and agree that my student shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school during the regular school day, at any school-related activity regardless of time or location and while being transported on district-provided transportation, including while traveling to and from school or at bus stops. We understand that should my student violate the Student Code of Conduct they shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violations of the law.

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

If you have concerns about directory information releases, please contact the school front office.

Please sign below and return this form to the school to ensure that all parents, guardians and the student have read the policies and agree to abide by them.

DATE:_____

SIGNATURE OF STUDENT:_____

PRINT NAME OF STUDENT: _____

SIGNATURE OF PARENT/GUARDIAN: _____

PRINT NAME OF PARENT/GUARDIAN: _____

(Revised April 2025)