

2026–2027

STUDENT CODE OF CONDUCT

**DISCIPLINARY INTERVENTIONS &
RESPONSES TO STUDENT CONDUCT**

District Promise: *Belong. Believe. Achieve.*

EN

English

We can help you in your language!

If you need interpretation services, please call (do not text) the Multilingual Department at 503-356-3755.

SPANISH / ESPAÑOL

¡Podemos ayudarle en español!

Si necesita servicios de interpretación, llame (no envíe mensajes de texto) al Departamento Multilingüe al 503-356-3755.

ARABIC / اللغة العربية

يمكننا مساعدتك باللغة العربية

إذا كنت بحاجة إلى خدمات الترجمة، يرجى الاتصال بقسم متعدد اللغات (الرجاء فقط الإتصال وعدم ارسال رسالة نصية) على الرقم 503-356-3780

CHINESE / 中文

我们可以用中文帮助您

如果您需要翻译服务,请致电多语种部: 503-356-3779。(勿发短信)

DARI/FARSI / درى / فارسی

ما می توانیم به زبان فارسی/دری به شما کمک کنیم

اگر به خدمات ترجمه نیاز دارید، لطفاً با بخش چند زبانه به شماره 503-356-3792 تماس بگیرید. پیام ارسال نکنید

JAPANESE / 日本語

日本語通訳がお手伝いできます。

日本語の通訳が必要な方は、503-356-3781までお電話下さい (テキストメッセージ不可)。

KOREAN / 한국어

한국어로 도와드릴 수 있습니다!

한국어 통역이 필요하시면, 다중언어 부서 503-356-3778로 전화 주십시오 (문자는 가능하지 않음).

PASHTO / پښتو

موږ په پښتو ژبه درسره مرسته کوالی شو،

که تاسو د ژباړې خدمتونو ته اړتیا لرئ، مهرباني وکړئ د څو ژبو څانګې ته په 503-356-3791 شمېره زنگ ووهي (پیغام / میسیج مه رالیرئ).

Russian / Русский

Мы можем вам помочь!

Если вам нужны услуги устного перевода, позвоните (не отправляйте СМС) в Многоязычный отдел по телефону 503-356-3770.

Somali / Soomaali

Waan kugu caawin karnaa luqadda Soomaaliga!

Haddii aad u baahan tahay adeegyada turjubaanka, fadlan wac (wicitaan kaliya text laguma diri karo) Lambarka Waaxda Luuqadaha 503-356-3776.

Vietnamese / Tiếng Việt

Chúng tôi có nói tiếng Việt!

Nếu quý vị cần thông dịch, xin gọi (đừng gửi tin nhắn) văn phòng Đa ngôn ngữ theo số 503-356-3777.

Table of Contents

5	Introduction
6	Philosophy
9	Levels of Intervention and Disciplinary Response
10	Suspension / Expulsion Process
11	Alcohol and/or Drugs
12	Selling / Distributing / Sharing
13	Disciplinary Procedures: Special Education & Section 504
13	Discipline and Placement in Interim Alternative Educational Setting
13	Disciplinary Removals for Up to 10 School Days
13	Disciplinary Removals of More than 10 School Days (Consecutive or Cumulative)
14	Manifestation Determination
14	Removal to an Interim Alternative Educational Setting for Drugs, Weapons or the Infliction of Serious Bodily Injury
15	A Student's Right to Hear His or Her Accuser
16	Denial of Admission to Regular School Program
16	Denial of Admission to Regular School Program and Alternative Education Program for Weapons Violations
16	Required Reports to Law Enforcement and Fire Marshal
16	Required Reports to Public Safety Office
17	Behavioral Threat Assessment and Management (BTAM)
17	Sexual Incident Response Protocol (SIRP)
17	Bias Incident / Hate Speech / Hate Symbol
19	Student Conduct Incidents and Disciplinary Responses

Table of Contents - Student Conduct Incidents

Student Conduct Incidents	Page	Student Conduct Incidents	Page
Code 1 - Academic Integrity	19	Code 21 - Physical Altercation Minor	27
Code 2 - Alcohol	19	Code 22 - Physical Contact - Bodily Harm	28
Code 3 - Assault	20	Code 23 - Physical Contact - Inappropriate	28
Code 4 - Automobile / E-Bike / E-Scooter Misuse	20	Code 24 - Recklessly Endangering	29
Code 5 - Bully / Harassment / Hazing	20	Code 25 - Secret Societies / Gangs	29
Code 6 - Bus Misconduct	22	Code 26 - Sexual Harassment	31
Code 7 - Closed Campus	23	Code 27 - Tardiness	32
Code 8 - Drugs	23	Code 28 - Technology Misuse	32
Code 9 - Defiance of Authority	23	Code 29 - Theft	35
Code 10 - Disorderly or Disruptive Conduct	24	Code 30 - Threats / Menacing / Hate Lists	35
Code 11 - Disruptive Appearance / Student Dress	24	Code 31 - Tobacco	36
Code 12 - Extortion	24	Code 32 - Trespassing	36
Code 13 - Fighting	25	Code 33 - Unexcused Absence	36
Code 14 - Fire Setting / Attempted Fire Setting / Fire Play	25	Code 34 - Vandalism	37
Code 15 - Fire Tools / Ignition Sources	25	Code 35 - Weapons: Other than Firearms, Knives and Explosive Devices	37
Code 16 - Forgery / Lying	26	Code 36 - Weapons: Explosive Devices	38
Code 17 - Gambling	26	Code 37 - Weapons: Firearms	38
Code 18 - Lewd Conduct / Profanity	26	Code 38 - Weapons: Knives and Look-alike Knives	39
Code 19 - Loitering (After School Supervision)	26	Code 39 - Weapons: Look-alike Explosive Devices, Firearms, or Other Dangerous or Deadly Weapons	39
Code 20 - Medication	27	Code 40 - Weapons: Others	39

Introduction

The District expects, encourages, and trusts our students to be safe and make healthy decisions regarding their behavior. When students make poor decisions, there may be interventions and responses to those actions that are age appropriate, consider the student's mental capacity, and to the extent practicable, use approaches that are evident through research to be effective.

The Code of Conduct applies to students at all times while they are Beaverton School District property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school sponsored event. The District recognizes that some incidents that occur off school grounds may seriously affect school safety and school climate. In those cases, the District may implement intervention and disciplinary responses based on their impact on school safety and school climate.

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

Mitigating circumstances may include:

1. Age
2. Self-defense
3. Lack of knowledge of rules
4. Provocation
5. Inability to reason
6. Disability

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They are logical, fair, consistent, and developmentally appropriate.
3. They include a variety of prevention and intervention measures.
4. They provide the opportunity for parent/family and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engage in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

Beaverton School District does not discriminate in any programs or activities on any basis protected by law, including but not limited to, an individual's actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veteran status, or because of a perceived or actual association with any other persons within these protected classes.

The district prohibits discrimination and harassment in, but not limited to, employment, assignment and promotion of personnel; educational opportunities and services offered 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. See Policy AC Nondiscrimination.

District meeting locations are accessible to persons with disabilities. A request for an interpreter for the hearing impaired, or for other accommodations for persons with disabilities, should be made at least 48 hours in advance of the meeting.

Please contact Community Involvement Office at 503-356-4360.

Title II Officer

Dr. Shelly Reggiani
503-356-4328

Title IX Officer

Dr. Tatiana Cevallos
503-356-4532

District 504 Manager

Christy Upton
503-356-4641

Philosophy

The Beaverton School District is committed to partnering with parents, guardians, families and other members of our school communities to provide safe and effective learning environments where all students experience success. The district believes that student, parent, family and community engagement are critical to building connections, uplifting understanding and truly valuing the diversity of our school communities. The Beaverton School District strives to develop and implement policies and procedures that will:

- Assure that students have a safe and respectful learning environment and are treated in a fair, consistent and non-discriminatory manner.
- Engage parents in building authentic partnerships that ensure parental confidence in the ability of every school to provide a safe and inclusive climate.

- Help administrators, teachers and other school personnel provide effective teaching and learning environments.

A safe and supportive school depends upon the efforts of all members of the school community—students, teachers, administrators, staff members, parents/guardians/families and others— to treat each other with mutual respect. This handbook details the expectations, responsibilities and rights of all members of our school communities including students, teachers, staff, administrators, parents/guardians/families and community members. The intent of this resource handbook is to build partnerships with parents, guardians, families and students to ensure positive school experiences for all students.

Students, parents, and school staff all have a role in making schools safe and must work together to achieve the goal. All members of the school community must know and understand the expectations of students as well as themselves to create safe learning communities. Parents and

families are vital to the success of the school. They have knowledge about the cultural backgrounds of our students that is essential to building student-centered learning environments that will enable students to succeed. Parents and families can also enhance the learning process at home, encourage and model safe and respectful behaviors, help their children understand how an education can help their lifelong success and ensure their children attend school regularly. Parents and families are welcomed and encouraged to confer with teachers to find out how their children are progressing. It is our belief that parents and families play a critical role in ensuring a high-quality education for their children.

Teachers and all other school personnel should treat all students with the same respect and consideration that they expect from students. Teachers need to teach and model a consistent set of behavioral expectations that lead to successful learning experiences. Teachers should communicate with parents/guardians about school activities, positive accomplishments and any concerns they might have and the ways in which parents and families can help their children succeed in school.

Administrators have the responsibility for assuring that the educational needs of students are met and that all members of the school community treat each and every student with respect, dignity and affirmation. They should clearly state their belief to students, parents, families, and staff that school is a safe and inclusive place for high-quality teaching and learning. They should clearly communicate discipline policies that promote the development of a safe and positive school culture.

If students, parents, families, school personnel and community members, work collaboratively and creatively to develop and maintain a safe, respectful and inclusive environment – if students work hard and aim high – if parents and families provide support and encouragement – if school personnel build meaningful relationships with students, provide quality instructional programs, and demonstrate a strong commitment to high standards – then excellence can be achieved in the Beaverton School District.

RIGHTS AND RESPONSIBILITIES

Students

Students will show responsibility by

- coming to school each day
- working hard to do their best in class and in school work
- helping to keep their school safe (“If you see something, say something.”)
- asking for help when they need it
- showing respect for and cooperating with other students and adults
- reporting infractions of school rules to staff
- respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies

Parents, Guardians, and Families

Parents will help children learn to take responsibility by

- ensuring their children attend school and be on time
- finding a place at home for school work and making sure work is completed
- helping their children learn and resolve conflicts in positive ways
- helping to keep their school safe (“If you see something, say something.”)
- communicating and working with teachers and other school staff to support and challenge their children
- respecting school staff
- respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies

Teachers and other School Personnel

Staff will help parents and students by

- respecting, encouraging and supporting them
- believing that all students can achieve and take action to create access for learning
- showing that they care about all students
- defining and communicating clear academic and behavioral expectations for students
- providing a safe, positive and inclusive learning environment
- creating an atmosphere of open communication for students seeking help
- communicating and working with families to support and challenge their children
- respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies
- support the translation and interpretation needs of students and parents

Community Members

Community Members will help parents, students, and educators by

- respecting, encouraging and supporting them
- being active, contributing partners with the schools
- making Beaverton a safe and exciting place for them to live and work
- respecting race, ethnicity, color, religion, national origin, immigration status, language, family economics, age, culture, geographic location, mobility, gender, sexual orientation, gender identity, gender expression, disability and initial proficiencies

Students' Rights to Freedom of Expression

Students may express their views through spoken or written communication and symbolic expression, so long as such activities do not substantially disrupt the learning environment, infringe on the rights of others, compromise the safety and orderly operation of the school, or violate district policy or the student code of conduct.

The district recognizes that student voice is a vital part of a healthy school community. However, the district cannot endorse a student demonstration that occurs during school hours. Students who leave class to participate in demonstrations will be marked absent. While on campus, district policies and the code of conduct still apply. The district cannot be held responsible for the safety of students if they are off campus for a demonstration.

Students are permitted to hold demonstrations on district property only under the following conditions:

1. The demonstration must be scheduled with the superintendent or designee in advance.
2. A crowd control plan must be presented.
3. The demonstration must not disrupt the orderly operation of the educational process.
4. The demonstration must not present a threat to the safety of students or staff or a hazard to district property.
5. No outside speaker may be present unless the provisions of this Board policy are met.

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



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 and/or participation in restorative conferences.

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. Facilitated restorative conferences are encouraged.

LEVEL 2



Intensive support and administrative staff interventions and responses. These interventions should involve the school administration and aim to correct behavior by keeping the student in school. Facilitated restorative conferences are encouraged as an intervention.

Use of the Tier 2 Behavioral Health and Wellness school-based multidisciplinary teams for consultation, recommendations and interventions is encouraged.

Use of the Behavioral Threat Assessment and Management (BTAM) or Sexual Incident Response Protocol (SIRP) as needed.

LEVEL 3



Suspension and referral responses. These interventions may involve the removal of a student from the school environment 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.

Use of the Tier 2 Behavioral Health and Wellness school-based multidisciplinary teams for consultations, recommendations, and interventions is encouraged.

Use of the Behavioral Threat Assessment and Management (BTAM) or Sexual Incident Response Protocol (SIRP) as needed.

LEVEL 4



Extended suspension and referral responses. 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.

Use of a multidisciplinary team at the district/school level, whether through Behavioral Threat Assessment and Management, Sexual Incident Response Protocol or the preventative staffing multidisciplinary team.

Suspension / Expulsion Process

a. 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, or assistant principal with the approval of the principal. The length of the suspension shall be determined by the severity of the act and previous behavior of the student.

The suspending administrator may postpone these procedures if there is a risk that harm will occur if the suspension does not take place immediately. In all cases when a student is being suspended, an administrator will notify the parent/guardian by letter and, when possible, by telephone, and the procedure for reinstatement will be explained.

When a student is suspended from school for four (4) days up to ten (10) days, they may appeal the suspension. Appeals must be submitted in writing within two (2) school days from the decision to suspend. Appeals must be made in writing and submitted to the Deputy Superintendent for Teaching and Learning and include the entire basis for the appeal. The Deputy Superintendent or his/her designee will issue a response in writing within three (3) school days after receipt of the appeal. **Suspensions of less than four days are not appealable.**

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:

1. Non-accidental conduct causing serious physical harm to a student or employee;
2. When a school administrator determines, based on the administrator's observation or upon a report from an employee, the

student's conduct poses a threat to the health or safety of students or employees; or

3. When the suspension or expulsion is required by law.

b. Expulsion Process

Expulsion is the termination of the student's right to attend school, school activities, and/or be on any School District property for a substantial period not to extend beyond one calendar year. Students may be expelled for any of the following circumstances:

- a. *when a student's conduct poses a threat to the health or safety of students or employees;*
- b. *when other strategies to change the student's behavior have been ineffective; or*
- c. *when required by law.*

Expulsions shall be recommended only by the school principal to the appropriate Executive Administrator. District procedures provide for written notification to the student's parents, identification of alternative education options (in appropriate circumstances), and information concerning the right to an appeal to the School Board. In case the parent or student have difficulty understanding the English language or have other serious communication difficulties, the District will provide an interpreter. The student will be suspended by the principal pending a pre-expulsion conference. If the principal recommends an expulsion hearing, the Executive Administrator will appoint a Hearing Administrator. The Administrator's decision will be communicated to the Executive Administrator. If the student and/or parent believe there has been a violation of due process, they may appeal the decision to the School Board.

In cases where the student brings a firearm or dangerous weapon to school or is in possession of a firearm or dangerous weapon at school, the expulsion period will be no less than one calendar year in length unless a modification is warranted.

In cases where students are being recommended for expulsion for violations of the following codes, a Safety Plan and BTAM / SIRP paperwork must be submitted to the Executive Administrator as part of the Expulsion Packet.

- **Code 3** — Assault
- **Code 5** — Bullying / Harassment / Hazing
- **Code 13** — Fighting
- **Code 14** — Fire Setting / Attempted Fire Setting / Fire Play
- **Code 15** — Fire Tools / Ignition Sources
- **Code 25** — Secret Societies / Gangs
- **Code 26** — Sexual Harassment
- **Code 30** — Threats / Menacing / Hate Lists
- **Code 35** — Weapons: Dangerous or Deadly, other than Firearms, Knives, and Explosive Devices
- **Code 36** — Weapons: Explosive Device
- **Code 37** — Weapons: Firearms
- **Code 38** — Weapons: Knives and Look-alike Knives
- **Code 39** — Weapons: Look-alike Explosive Devices, Firearms, or Other Dangerous or Deadly Weapons
- **Code 40** — Weapons: Others

Alcohol and/or Drugs

Use, Possession and/or Intent to Possess

Students who possess or take affirmative action to possess drug paraphernalia and/or use, possess or take affirmative action to possess or are under the influence of drugs and/or alcohol at school, while traveling to and from school, at school sponsored events, while at other schools in the district, and while off campus whenever such conduct has a direct effect on the discipline or general welfare of the school, are subject to immediate suspension and/or expulsion. The student is also subject to additional educational programs and obligations established by the District.

First or Second Incident

The principal or assistant principal shall:

1. Notify and request a conference with the parents/guardians of the student.
2. Following the disciplinary conference with the student and their parent/guardian, a school

may suspend the student for the violation of the district rules for up to ten (10) school days.

3. Turn over all drug-related evidence to the appropriate law enforcement agency.
4. Inform the student and family about Beaverton School District resources related to substance use assessment.
5. Refer the student to the Substance Use Specialist to discuss restorative options, family supports and other student interventions.

Subsequent Incidents

The principal or assistant principal shall:

1. Notify and request a conference with parents/guardians of the student.
2. Following the disciplinary conference with the student and their parent/guardian, a school shall consider either a suspension of the student for the violation of district rules for up to ten (10) school days or make a recommendation to expel the student up to the full extent of the law.
3. Turn over all drug-related evidence to the appropriate law enforcement agency.
4. Require that for a student to be readmitted into the district educational programs, a substance use evaluation appointment be scheduled with an approved third party, off campus provider at the district's expense. The results of the evaluation and/or plan for treatment, if required, must be submitted to the principal or designee. The student and parents/guardians must agree to fulfill the recommendation of the evaluator and submit necessary progress reports to the principal or designee.

If the evaluation does not recommend treatment upon re-admittance into school, a student shall engage in the Beaverton School District approved intervention program.

If treatment for substance use is recommended and the student fulfills the treatment plan until they are exited from treatment by the provider, they are not required to attend the Beaverton School District approved intervention program. If

the student does not fulfill the recommended treatment for substance use, the student is required to attend the Beaverton School District approved intervention program.

5. Refer the student to the school Behavioral Health and Wellness (BH&W) team to discuss restorative options, family supports and other student interventions.
6. A recommendation for expulsion will be made if the student either fails to attend the district's recommended intervention within 90 school days or complete the recommended treatment.

Incidents shall be considered cumulative within the student's level. Any subsequent incident that occurs after the student has advanced between academic levels (e.g. middle school to high school) shall not be recognized by the District as a second or subsequent incident for the purpose of assigning discipline.

Selling / Distributing / Sharing

Students who share, sell, trade and/or distribute alcohol or other drugs or drug paraphernalia to other students or persons at school, while traveling to and from school, at school sponsored events, while at other schools in the District, and while off campus whenever such conduct has a direct effect on the discipline or general welfare of the school are subject to immediate suspension and/or expulsion. The student is also subject to additional educational programs and obligations established by the District.

First Incident

The principal or assistant principal shall:

1. Notify and request a conference with the parents/guardians of the student.
2. Suspend the student for the violation of District rules for up to ten (10) school days, pending a recommendation to expel.
3. Notify appropriate law enforcement/ juvenile agency.

4. Turn over all drug related evidence to the appropriate law enforcement agency.

Require that for a student to be readmitted into the District educational programs, a substance use evaluation be performed by an approved third party, off campus, at the district's expense. The results of the evaluation, if required, must be submitted to the principal or designee. The student and parents/guardians must agree to fulfill the recommendation of the evaluator and submit necessary progress reports to the principal or designee.

If the evaluation does not recommend treatment, upon re-admittance into school, a student shall be required to attend the Beaverton School District approved intervention program.

If treatment for substance use is recommended, the student and parents/guardians must agree to fulfill the recommendation of the evaluator. They must also agree to fulfill the treatment plan until they are exited from treatment by the provider. Those students who enter treatment for substance use are not required to enroll in the Beaverton School District approved intervention program.

A recommendation for expulsion will be made if the student who is diagnosed as "no treatment recommended" fails to attend the required Beaverton School District approved intervention program. If the student or parent/guardian refuses to permit the evaluation and any recommended substance use treatment, a recommendation for expulsion will be made to the Executive Director up to the full extent of the law.

Second Incident and/or Subsequent Incidents

The principal or assistant principal shall:

1. Notify and request a conference with parents/guardians of the student.
2. Suspend the student for the violation of the District rules for ten (10) school days pending

a recommendation to expel up to the full extent of the law.

3. Notify appropriate law enforcement.

Any second incident that occurs after 36 months of a first incident shall not be recognized by the District as a second or subsequent incident.

Disciplinary Procedures: Special Education and Section 504

Special procedures must be followed if a student with a disability is suspended or expelled, and a relationship is shown between the behavior and the disability. If an expulsion hearing is requested, the student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent. The school district's attorney may be present.

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

Finally, the student will be permitted to be present and to hear the evidence presented by the District.

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

Discipline and Placement in Interim Alternative Educational Setting

Policy Reference: JGDA/JGEA – Discipline of Disabled Students

Disciplinary Removals for Up to 10 School Days

Beaverton School District may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. The District is not required to provide services to special education students unless services are provided to students without disabilities during this time.

For drug and alcohol incidents committed by students with disabilities with IEP's, special education due process protections must be followed.

If a student with a disability under Section 504 commits a drug/alcohol incident (such as possession, sale, or distribution of drugs/alcohol), and is currently engaged in the illegal use of drugs or alcohol, a school may impose any disciplinary measures imposed on students without disabilities. No manifestation determination or other Section 504 due process procedures are required. However, if a student with a disability under Section 504 commits a drug/alcohol incident and is not currently engaged in the illegal use of drugs or alcohol, a manifestation determination and other Section 504 due process procedures are required.

Disciplinary Removals of More than 10 School Days (Consecutive or Cumulative)

When a student is removed for disciplinary reasons, it is considered a change of placement if:

- The removal is for more than 10 CONSECUTIVE school days or;
- The removal is for more than 10 CUMULATIVE school days.

The District will provide notice of disciplinary action for a suspension or an expulsion and provide Notice of Procedural Safeguards to the parent on the date on which the decision is made to remove the student.

Manifestation Determination

A Manifestation Determination meeting must be held within 10 school days of a decision to change the student's placement because of a violation of a code of student conduct. Relevant members of the IEP team, including the parent, shall review all relevant information to determine:

- If the conduct was caused by or had a direct and substantial relationship to the student's disability; or
- If the conduct was the direct result of the District's failure to implement the student's IEP.

Yes: Manifestation

If either of the above two bulleted items is applicable to the student, the conduct shall be determined to be a manifestation of the child's disability. The IEP team shall conduct a functional behavioral assessment, unless the District has already conducted such assessment prior to the behavior that resulted in the change of placement, and implement a behavior intervention plan or, if the student already has a behavior plan, review and modify the behavior intervention plan as necessary to address the behavior. In any case, the District shall return the student to the placement from which the student was removed unless:

- The student is removed to an interim alternative educational setting for no more than 45 school days due to drugs, weapons or the infliction of serious bodily injury; or
- The parent and the District agree to a change of placement; or
- The student's placement is changed based on an IEP team decision.

No: Manifestation

If the IEP team determines that the student's behavior is NOT a manifestation of the disability, the District may proceed with disciplinary action applicable to students without disabilities, in the same manner in which it would apply to students without disabilities. The District will:

- Ensure that the special education and disciplinary records of the student are transmitted for consideration by the school personnel making the final determination regarding disciplinary action.
- Provide the services in an Interim Alternative Educational Setting, determined by the IEP team, that are necessary for the student to continue to participate in the general curriculum, and progress toward achieving the goals in the student's IEP.
- Ensure that the student receives, as appropriate, a functional behavioral assessment, behavior intervention services and modifications that are designed to address the behavior violation so it does not recur.
- Provide prior written notice of change of placement if the student's educational placement changes.

Removal to an Interim Alternative Educational Setting for Drugs, Weapons or the Infliction of Serious Bodily Injury

For a drug or weapon violation, or if the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district, for each incidence a student may be removed from the current educational placement to an Interim Alternative Educational Setting for the same amount of time that a student without a disability would be subject to discipline, but NOT for more than 45 school days.

Even if the IEP team determines the student's behavior is a manifestation of the student's disability, the District may continue the student's placement in interim alternative setting until the end of the 45-school day period. This removal is a change in placement.

The District will apply the definitions in **Board Policy JGDA/JGEA - Discipline of Disabled Students**.

“Serious Bodily Injury” is defined as a bodily injury that involves:

- A substantial risk of death;
- Extreme physical pain;
- Protracted and obvious disfigurement; or
- Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

“Drug violation” means the use, possession, sale or solicitation of drugs at school or a school function.

“Drug” means an illegal drug or controlled substance, but does not include a substance that is legally possessed or used under the supervision of a licensed health care professional or otherwise legally possessed. It does not include alcohol or tobacco.

“Weapon Violation” means carrying a weapon to school or a school-sponsored function or acquiring a weapon at school.

“Weapon” means a weapon, device, instrument, material, or substance, animate or inanimate, that is used for, or is readily capable of, causing death or serious bodily injury, except that such term does not include a pocket knife with a blade of less than 2-1/2” in length.

For a weapon violation, the infliction of serious bodily injury, or a serious drug violation, including the sale or distribution of drugs, the District may remove a student from the current educational placement to an Interim Alternative Educational Setting (IAES) for up to 45 school days, as permitted under IDEA.

For drug violations involving use or possession, the District will consider the interventions and supports outlined in the Student Code of Conduct, including referral to the Substance Use Specialist and other restorative or educational interventions, as appropriate. The District retains the authority under IDEA to utilize an Interim Alternative Educational Setting when warranted.

If a student is removed to an Interim Alternative Educational Setting, the District will:

- Provide the parent with notice of the disciplinary action and Notice of Procedural Safeguards on the date the decision to remove the student is made.
- Convene an IEP meeting within 10 school days to:
 - Determine whether the student’s conduct was a manifestation of the student’s disability;
 - Review and revise the student’s IEP, as appropriate;
 - Determine the services and educational setting necessary for the student to continue participating in the general curriculum and make progress toward achieving the goals in the student’s IEP.
- Conduct or review a Functional Behavioral Assessment and Behavior Intervention Plan, as appropriate.
- Provide Prior Written Notice if the student’s educational placement changes.

Even if the student’s conduct is determined to be a manifestation of the student’s disability, the District may continue the student’s placement in an Interim Alternative Educational Setting for up to 45 school days when permitted under IDEA.

The IDEA provisions relating to Interim Alternative Educational Settings do not apply to students served solely under Section 504. Students served under Section 504 remain entitled to applicable Section 504 procedural protections.

The District will apply the definitions and procedures contained in Board Policy JGDA/JGEA – Discipline of Disabled Students.

A Student’s Right to Hear His or Her Accuser

- a. **Complaints and Accusations Made by Staff Members:** A student may hear directly from the teacher or other staff member the specific complaints or descriptions of unacceptable behavior.

- b. **Complaints and Accusations Made by Other Students:** In recognition of the special jeopardy in which student witnesses may be placed, and considering the possible traumatic effects on a student witness of adversary proceedings, the complaining student may not be required to face the accused nor to have his/her identity revealed. When it is determined that a complaining student ought not face the accused, a school official may then become the official complainant. However, extreme care must be exercised by school officials to ensure that a student is not unjustly disciplined based on false or on hearsay evidence. Student witness anonymity may not be protected in expulsion hearings or legal proceedings involving attorneys, police officers, and/or court officials.

Denial of Admission to Regular School Program

The School District will deny admission to its regular school program to a student who is expelled from another school district and who has moved into the Beaverton School District for the length of the expulsion. The District will provide an alternative learning environment for the student.

Denial of Admission to Regular School Program and Alternative Education Program for Weapons Violations

If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of **ORS 339.250**, the District will deny that student admission to the school's regular program for at least one calendar year from the date of the expulsion.

In addition, the District will not offer an alternative education program to students expelled for weapons violations pursuant to section (10) of **ORS 339.250** for at least one calendar year from the date of the expulsion subject to modifications by the Superintendent on a case-by-case basis.

Special Education Services must be provided during the expulsion period.

Required Reports to Law Enforcement and Fire Marshal

Violations of the District's rules related to guns and dangerous weapons, assault causing severe bodily injury, and allegations of sexual assault must be reported to the police. A school official shall inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

When a student violates Code 14, the fire marshal at Tualatin Valley Fire and Rescue and the Public Safety Office will be contacted. The fire marshal will assess the behavior of the person in question and will provide fire safety education and/or a referral for treatment.

Evaluation and education is usually provided by the local fire service while treatment is provided by members of the Washington County Juvenile Fire Setters.

Required Reports to Public Safety Office

School administrators will notify the Public Safety Office of all incidents of guns/deadly weapons on campus, or any incidents of imminent harm. Administrators must also contact the Public Safety Office to obtain a Level 1 BTAM case number.

Behavioral Threat Assessment and Management (BTAM)

Behavioral Threat Assessment and Management helps identify situations that may pose a risk of violence or harm, determine the seriousness of that risk, and develop both safety and supervision strategies. Beaverton School District follows an assessment protocol based on the Salem-Keizer Cascade Student Threat Assessment model that is comprehensive, research-based, equity-centered, trauma-informed, and student and community centered, with a goal of increasing both physical and psychological safety in school communities.

Sexual Incident Response Protocol (SIRP)

Sexual Incident Response Protocol helps identify problematic sexual behavior in schools depending on development and context, determine the level of concern for community safety, and develop both safety and supervision strategies. Beaverton School District follows an assessment protocol based on a model outlined by Wilson Kenney in Sexual Misconduct in Children that is comprehensive, equity-centered, trauma-informed, student-centered, and safety-focused.

Bias Incident / Hate Speech / Hate Symbol

[Every Student Belongs](#) is an Oregon state rule meant to ensure that all students, employees and visitors in public schools can learn, work and participate in an environment that is safe and free from discrimination, harassment and intimidation. The rule prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S. — the neo nazi ideology, the Confederate flag and the noose. The rule also requires school districts to have a mechanism for anyone to report bias incidents and a framework for school districts to respond.

In response to this rule, the BSD School Board adopted [Policy ACB: Every Student Belongs](#) in 2021. Policy ACB states that “All students are entitled to a high-quality and safe educational experience, that is free from discrimination or harassment based on an individual’s actual or perceived race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, age, mental or physical disability, pregnancy, familial status, economic status or because of a perceived or actual association with any other persons within these protected classes.”

Definitions: Bias Incident and Symbol of Hate

“Bias incident” means a person’s hostile expression of animus toward another person, relating to the other person’s perceived race, color, religion, sexual orientation, gender identity, disability, or national origin, of which criminal investigation or prosecution is impossible or inappropriate. Bias incidents may include derogatory language or behavior directed at or about any of the preceding demographic groups. This applies to in-person, hybrid, or distance learning environments.

“Symbol of hate” means nooses, symbols of neo-Nazi ideology[1], or the battle flag of the Confederacy[2]. For the purpose of this policy it also includes any symbol, image, or object that expresses animus on the basis of race, color, religion, sexual orientation, gender identity, disability, or national origin, whose display:

1. Is reasonably likely to cause a substantial disruption of or material interference with school activities; or
2. Is reasonably likely to interfere with the rights of students by denying them full access to the services, activities, and opportunities offered by a school.

[1] Symbols of neo-Nazi ideology may include but are not limited to the hooked cross or swastika.

[2] A.k.a. the confederate flag.

Bias Incident Complaint Procedure; ACB-AR

If you have experienced or witnessed a bias incident or symbol of hate, we are here to support you. We encourage you to report the incident. You have two options:

Option 1

- Contact a trusted adult — like a teacher, counselor or principal.
- Discuss the incident with them.
- The trusted adult can help you fill out the form below, or you can fill out the report yourself.

Option 2

- You can choose to file a report anonymously using the form below or you can choose to file a report using the form below with your name.
- If you file the report yourself and don't include your name and/or contact information, please

know that the incident will be investigated, but the District will have no way to report its findings to you.

[Bias Incident Reporting Form and Information](#)

What happens next?

- Once the report is received, it's routed to the administrators in our Office of Equity and Inclusion. They review the report.
- Within one business day, the report is then forwarded to the person who's in the best position to investigate further, typically a school principal.
- Depending on the findings of the investigation, there could be restorative and/or disciplinary action.

While this portal is checked daily, it's NOT designed for emergency response notification. If this is an emergency that requires attention in less than one business day, please contact your school principal, direct supervisor, BSD Public Safety or 911.



EVERY STUDENT BELONGS

Student Conduct Incidents

CODE 1	Academic Integrity				
	Cheating, plagiarizing, presenting another person's work, or work created from a generative AI application as your own or any misrepresentation of the truth about your work.	X	X		
	Cheating, plagiarizing, presenting another person's work, or work created from a generative AI application as your own or any misrepresentation of the truth about your work. Student-initiated test improprieties on state tests or district administered tests of college readiness.				

CODE 2	Alcohol				
	Use, possession and/or intent to possess, under the influence		X	X	X
	Distributing or sharing			X	X
	Selling				X

Using, possessing, taking affirmative action to possess, sell, distribute, share, or willingly remain in a place where you knowingly permit others to sell, keep or use alcohol; or being under the influence of alcohol; or the use, possession, selling, distribution of any substance promoted as alcohol.

In all instances, student should be referred to Substance Use Specialist.

Alternative Placement/Special Education

All students expelled for any drug or alcohol violation will be given the opportunity to choose two alternative placements to continue their education. The appropriate placement for students eligible for special education services under IDEA will be determined at an IEP meeting by the student's IEP team. Students who are eligible for services under Section 504 will be reevaluated and have their 504 plan reviewed prior to a change in placement.

Quick Reference Guide

				
LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Consult with Youth Services Officer (YSO).
				 Public Safety Office should be contacted.
				 Fire Marshal must be contacted.
				Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.

CODE					
3	Assault				
Synergy requires victim's names - Expulsion requires multidisciplinary team meeting					



Intentionally, knowingly or recklessly causing physical injury to another

X

X

Intentionally, knowingly or recklessly causing physical injury to another. **(See Codes 13 & 21: Fighting and Physical Altercation Minor)**

See **Code 10: Disorderly or Disruptive Conduct** for students remaining in the location of, filming or contributing to the sharing/publicity of the assault.

CODE					
4	Automobile / E-Bike / E-Scooter Misuse				
	Not following rules and regulations concerning vehicles on school premises	X	X	X	

Not following rules and regulations concerning vehicles on school premises, including automobiles, e-bikes, and e-scooters.

Students driving licensed motor vehicles shall register the vehicle with the school office and must park in designated areas. Registered vehicles are not to be used during school hours without parental permission and/or school authorization. Only high school students are permitted to drive a motor vehicle to school. (See Attendance and Driver's Permit and License.)

The operation of electric bicycles (e-bikes) and electric scooters (e-scooters) on school premises or for travel to and from school must comply with Oregon state law. Students under the age of 16 are not permitted to operate e-bikes or e-scooters when such operation is prohibited by law. Students who bring e-bikes or e-scooters to school must follow all district rules regarding parking, storage, and use, and may be subject to disciplinary action for misuse or unlawful operation.

CODE					
5	Bullying / Harassment / Hazing				
	Harassing, intimidating, bullying or cyberbullying	X	X		
	Requires multidisciplinary team meeting			X	X

(See Code 24 & 28: Sexual Harassment and Threats/Menacing/Hate Lists)

"Harassment, intimidation or bullying" means any act that substantially interferes with a student's educational benefits, opportunities or performance that may be based on, but not limited to, the protected class status of a person, as defined in Board Policy JFCF. Bullying and harassment is unwanted, aggressive behavior that involves a real or perceived power imbalance. The behavior is repeated, or has the potential to be repeated, over time. It includes actions such as making threats, spreading rumors, attacking someone physically or verbally, and excluding someone from a group on purpose. It has the effect of:

1. Physically harming a student or damaging a student's property;
2. Knowingly placing a student in reasonable fear or physical harm to the student or damage to the student's property;
3. Creating a hostile educational environment including interfering with the psychological well being of the student.

Bullying/Harassment includes any form of communication, written or verbal, that attacks, threatens, degrades, insults or expresses prejudice against a person or group based on their race, color, religion, sex, sexual orientation, gender identity, gender expression, national or ethnic origin, marital status, age, mental or physical disability, pregnancy, familial status, economic status, veterans' status or because of a perceived or actual association with any other persons within these protected classes. Such forms of hate-related speech include, but are not limited to language, gestures or other actions using racial slurs; displaying, writing or wearing items; or communications on social media or other technology where such speech endangers the health, safety or property of others or causes a substantial disruption to the educational environment.

"Cyberbullying" is the use of any electronic communication device to convey a message in any form (text, image, audio or video) that defames, intimidates, harasses or is otherwise intended to harm, insult or humiliate another in a deliberate, repeated or hostile and unwanted manner under a person's true or false identity. In addition, any communication of this form which substantially disrupts or prevents a safe and positive educational environment may also be considered cyberbullying. Students will refrain from using personal communication devices or district property to harass or stalk another. Reports of bullying, as defined in the handbook, MAY be reported to the YSO of the involved school.

Hazing includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health or safety of a student for the purpose of initiation or as a condition or precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment, e.g., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation or any other forced activity that could adversely affect the mental or physical health or safety of a student; requires, encourages, authorizes or permits another to be subject to wearing or carrying any obscene or physically burdensome article; assigns pranks to be performed or other such activities intended to degrade or humiliate regardless of the person's willingness to participate.

This code applies to harassing, intimidating or bullying conduct directed at District staff or volunteers.

Quick Reference Guide

1	2	3	4	
LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Consult with Youth Services Officer (YSO).
				 Public Safety Office should be contacted.
				 Fire Marshal must be contacted.
				Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.

CODE					
6	Bus Misconduct				
	Minor disruptions (eating, noise, etc.)	X	X		
	Serious disruptions (attacking students)		X	X	X

Not following the posted instructions governing riding school buses may forfeit the student's privilege to District provided bus transportation and may result in the stated consequential actions.

Bus Misconduct

The bus driver is responsible for the safety of the students, and staff members are responsible for maintaining order during field trips and establishing departure times unless hazardous conditions exist. Video cameras may be used on District transportation vehicles transporting students to and from school and/or extracurricular activities.

The following is a list of rules and regulations posted in each school bus. The student who refuses to obey promptly the directions of the driver, or refuses to obey regulations, may receive a bus citation, forfeit his/her privilege to ride on the bus, and/or may receive consequential actions from the Range of Consequences, as described in the *Student & Family Handbook*.

Oregon Administrative Rules (OAR 581-053-0010) govern conduct for students riding the school bus. They include:

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

CODE 7	Closed Campus				
	Leaving school property without prearranged permission on file		X	X	
Leaving school property without approved prearranged permission on file in the school office. (The closed school campus policy is in effect at every Beaverton District school)					

CODE 8	Drugs				
	Use, possession and/or intent to possess, under the influence		X	X	X
	Distributing or sharing			X	X
	Selling			X	X

Using, possessing, taking affirmative action to possess, selling, distributing, sharing, remaining in a place where you knowingly permit others to sell, keep or use drugs; or being under the influence of drugs or other intoxicants; or the use, possession, selling, distribution of drug paraphernalia or any substance promoted as a drug. Possessing any drug paraphernalia. Drug paraphernalia includes, but is not limited to, electronic cigarettes, electronic hookahs, "vape" pens and other vapor emitting devices. A drug is defined as: any drug obtainable with or without a prescription that has been used in a manner dangerous to the health of the user. This includes, but is not limited to, marijuana, cocaine, heroin, stimulants, depressants, hallucinogens, "Spice," "Molly," bath salts, and other substances which, under the circumstance in which it is used, or is attempted to be used, can harm the health of that student or others. **(See Code 20: Medication)**

Referral to Substance Use Specialist.

CODE 9	Defiance of Authority				
	Refusal to follow the reasonable requests of District personnel and/or designated authority	X	X	X	

Refusal to follow the reasonable requests of District personnel and/or designated authority.

Quick Reference Guide

				
LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Consult with Youth Services Officer (YSO).
				
				Public Safety Office should be contacted.
				
				Fire Marshal must be contacted.
				Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.

CODE 10	Disorderly or Disruptive Conduct				
	Language or behavior which disrupts and/or interferes with the educational process	X	X	X	
	Language or behavior which disrupts and/or interferes with the educational process (See Code 22: Recklessly Endangering). Using the phone system or fire alarm system to disrupt the operations of the school or the educational environment (Fire Marshall must be contacted). This includes remaining in the location of, filming or contributing to the sharing/publicity of an Code 3: Assault or Code 13 Fighting.				
CODE 11	Disruptive Appearance / Student Dress				
	Failure to meet dress and/or grooming standards	X	X		
	Dress and grooming are primary responsibilities of students and parents/guardians. However, students may be directed to change dress or grooming if it interferes with the learning process or school climate, is unclean, or threatens the health or safety of the student or others. Clothing, jewelry, or wording/graphics on clothing or on the person (e.g., tattoos) that is sexually suggestive, drug or alcohol-related, vulgar, which depicts violence, insulting, gang membership related, ridicules a particular person or group, or symbol of hate (See Board Policy ACB - Every Student Belongs) may be prohibited. Dress and Grooming Dress and grooming shall be in keeping with health, sanitary and safety practices. - When a student is participating in school activities, his/her dress and grooming shall not disrupt the performance or constitute a health threat to the individual or other students. - Dress and grooming standards may be established by school authorities as a requirement for participation in the school activity program. - Dress and grooming that disrupts the learning process shall not be permitted. Immodest attire may be disruptive. When immodest attire is considered disruptive, the student will be expected to alter the mode of dress. - Students shall not wear clothing, jewelry, emblems, badges, signs, tattoos or other symbols that are evidence of membership or affiliation in any gang.				
CODE 12	Extortion				
	Expulsion requires multidisciplinary team meeting				
	Demanding money or something of value in return for protection from violence or threat of violence	X	X	X	X
	Demanding money, or something of value (e.g., lunches) from another person in return for protection from violence or threat of violence. (See Code 27: Theft)				

Expulsion requires safety plan

CODE

13**Fighting****Expulsion requires multidisciplinary team meeting**

A hostile physical encounter between individuals

X**X****X**

A hostile physical encounter between two or more individuals. **(See Codes 3 & 21: Assault and Physical Altercation Minor)**

See **Code 10: Disorderly or Disruptive Conduct** for students remaining in the location of, filming or contributing to the sharing/publicity of the fight.

CODE

14**Fire Setting / Attempted Fire Setting / Fire Play****Expulsion requires multidisciplinary team meeting**

Using fire to destroy or attempt to destroy property

X**X**

Using fire to destroy or attempt to destroy property. **(See Code 15: Fire Tools/Ignition Sources).**

Fire Setting: Fire Inspector/Marshal must be contacted. Referral to the WA County Juvenile Fire Setter Intervention Program.

CODE

15**Fire Tools / Ignition Sources****Expulsion requires multidisciplinary team meeting**

Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources

X**X****X**

Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources is prohibited. Fire Tools are defined as: any tool that creates a form of heat by creating a flame or spark, including, but not limited to, matches, cigarette lighters, and multipurpose lighters (BBQ). Ignition Sources other than fire tools are defined as any form of heat, which instigate or may be used to propagate fire and includes, but is not limited to, candles, road flares, fuses and fireworks.

Quick Reference Guide**LEVEL 1**

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.

**LEVEL 2**

Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

**LEVEL 3**

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

**LEVEL 4**

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.



Consult with Youth Services Officer (YSO).



Public Safety Office should be contacted.



Fire Marshal must be contacted.

Multidisciplinary Team
=BTAM, SIRP, BH&W and/or school-based team.

CODE 16	Forgery / Lying				
	Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth	X	X	X	
	Writing or giving false or misleading information to school officials by forging parent's, guardian's, or any other person's signature on any letter, electronic communication, or other school document; and/or any other misrepresentation of the truth.				
CODE 17	Gambling				
	Participating in games of chance for the purpose of exchanging money and other things of value		X	X	
	Participating in games of chance for the purpose of exchanging money and other things of value.				
	Referral to Substance Use Specialist.				
CODE 18	Lewd Conduct / Profanity				
	Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured	X	X	X	
	Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured. This includes possession, selling, sharing, and distribution of lewd materials. If appropriate, law enforcement may also be notified. (See Code 24: Sexual Harassment)				
	Possible Sexual Incident Response Protocol (SIRP).				
CODE 19	Loitering (After School Supervision)				
	Unsupervised students loitering in school buildings before or after school hours		X	X	
	Students are not to be in the building before or after school hours unless they are supervised by an adult. This policy is being implemented to decrease theft, vandalism, and to create a safe school environment. Students who are staying after school should be in their supervised area 30 minutes after school ends. Students who are loitering will be escorted out of the building.				

CODE 20	Medication				
	Distribution, sharing, and/or selling of prescription or over the counter medications or supplements		X	X	X
	Distribution, sharing, and/or selling of controlled substance (prescription medication), or the distribution, sharing of non-medical use of prescription or over the counter medications or supplements, is prohibited. The use or possession, or taking affirmative action to possess any drug prescribed to anyone other than the prescribed user is prohibited. Possession and use of medication is allowed if the parent/guardian and student follow District policy procedures on administering medicines to students. Beaverton School District Administrative Regulation JHCD-AR addresses this issue. (See Code 8: Drugs) Possible Substance Use Specialist referral.				

CODE 21	Physical Altercation Minor				
	Synergy requires victim's names				
	Confrontation, tussle, or physical aggression that does not result in injury	X	X	X	
	Confrontation, tussle, or physical aggression that does not result in injury.				

Quick Reference Guide

					Consult with Youth Services Officer (YSO).
LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.		Public Safety Office should be contacted.
					Fire Marshal must be contacted.
				Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.	

CODE 22	Physical Contact – Bodily Harm	1	2	3	4
	Physical Contact – Bodily Harm refers to any intentional or reckless physical action that causes, or has the potential to cause, injury, pain, or physical harm to another person	X	X	X	X
Physical Contact – Bodily Harm refers to any intentional or reckless physical action that causes, or has the potential to cause, injury, pain, or physical harm to another person.					
Examples include, but are not limited to:					
• Hitting, punching, slapping, or kicking • Pushing, shoving, or tripping another person • Throwing objects at someone • Any act that results in injury					
See Code 10: Disorderly or Disruptive Conduct for students remaining in the location of, filming or contributing to the sharing/publicity of the fight.					

CODE 23	Physical Contact – Inappropriate	1	2	3	4
	Physical Contact – Inappropriate refers to any unwelcome, non-consensual, or unnecessary physical interaction that does not result in injury but violates personal boundaries or creates discomfort	X	X	X	
Physical Contact – Inappropriate refers to any unwelcome, non-consensual, or unnecessary physical interaction that does not result in injury but violates personal boundaries or creates discomfort.					
Examples include, but are not limited to:					
• Touching, grabbing, or poking another person without permission • Unwanted hugging, holding, or physical closeness • Horseplay, roughhousing, or physical behavior that is disruptive or unsafe • Any physical interaction that makes another person feel uncomfortable, intimidated, or disrespected.					
See Code 10: Disorderly or Disruptive Conduct for students remaining in the location of, filming or contributing to the sharing/publicity of the fight.					

CODE

24**Recklessly Endangering**

Synergy requires victim's names

Reckless, unintentional conduct which creates substantial risk of physical injury to another person or self

X X

Reckless, unintentional conduct which creates substantial risk of physical injury to another person and/or self. **(See Code 10: Disorderly or Disruptive Conduct)**

CODE

25**Secret Societies / Gangs****Level 3 and above requires multidisciplinary team meeting**

Participating in a secret society or gang-related activities

X X X

Oregon law prohibits the existence of any secret society in public school including sororities and fraternities **(ORS 339.885)**. A secret society is an organization composed of students which has an element of purpose which is concealed from the public and shared only confidentially among members of the organization. The Beaverton School District considers street gangs and similar organizations to be secret societies. Students who participate in gang-related activities at school or school functions - such as possession or display of gang-related clothing, symbols, or paraphernalia; distribution of gang literature or materials; display of gang-related posters or graffiti, signs or signals, harassment or intimidation of others; or recruitment for gang membership - will be subject to strict disciplinary measures.

The District's goal is to prevent student involvement in gang activity as outlined in the following process:

First Incident or Incident of Concern

The principal or assistant principal shall:

1. Meet with the student involved to clearly explain the behaviors of concern and determine the level of concern.
2. Inform the parent/guardian via phone or conference and share the assigned consequences if applicable.
3. Document interaction with student in the Student Information System.

Quick Reference Guide**1****LEVEL 1**

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.

2**LEVEL 2**

Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

3**LEVEL 3**

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

4**LEVEL 4**

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.



Consult with Youth Services Officer (YSO).



Public Safety Office should be contacted.



Fire Marshal must be contacted.

Multidisciplinary Team
=BTAM, SIRP, BH&W and/or school-based team.

Second Incident (OR confirmed gang involvement)

The principal or assistant principal shall:

1. Meet with the student involved to clearly explain the behaviors of concern, determine the level of concern, and review previous incident.
2. Determine appropriate consequences depending on the nature of the incident.
3. Schedule a conference with the parent/guardian and share the incident and assigned consequences.
4. Review the Gang Activity warning letter with the student and sign the letter with the student (copies to student, parent/guardian, principal, counselor, case manager, appropriate teachers).
5. If applicable notify appropriate law enforcement.

Third Incident (OR gang behavior that poses a safety concern or disrupts the learning environment)

The principal or assistant principal shall:

1. Meet with the student involved to clearly explain the behaviors of concern and determine the level of concern.
2. Schedule a conference with the parent/guardian and share the incident and assigned consequences.
3. Suspend the student for the violation of the district rules for up to 10 school days, with the expulsion recommendation pending.
4. If student is eligible, he/she will be placed on a Safety Contract and must comply with the requirements in lieu of expulsion (copies to student, parent/guardian, principal, counselor, case manager, appropriate teachers).
5. If applicable notify appropriate law enforcement.

The student and parent/guardian must agree to fulfill the recommendation outlined in the Safety Contract. They must also agree to the exchange of program information to the principal or designee with the program facilitator.

If the student or parent/guardian refuses to sign and agree to the requirements outlined in the Safety Contract, a recommendation for expulsion for a minimum of four (4) weeks up to the maximum allowed by law will be made.

CODE

26**Sexual Harassment**

- Synergy requires victim's names
- Follow the Sexual Incident Response protocol and/or Title IX protocol
- Expulsion requires multidisciplinary team meeting

Sexual harassment that is verbal, visual, written, electronic, or physical and nature

X**X**

- Requires multidisciplinary team meeting
- Youth Services Officer should be contacted in cases of sexual assault

X**X**

Sexual harassment is prohibited conduct. It may be verbal, visual, written, electronic, or physical in nature and includes unwelcome sexual advances, requests for sexual favors, and/or physical touching. More subtle forms of harassment such as unwelcome posters, cartoons, caricatures, and jokes of a sexual nature are also prohibited. **(See Codes 5, 28 & 18: Bullying/Harassment/Hazing, Threats/Menacing/Hate Lists and Lewd Conduct/Profanity.)**

Examples of sexual harassment may include, but not be limited to:

1. Physical touching or graffiti of a sexual nature
2. Displaying or distributing of sexually explicit drawings, pictures, photos and written materials
3. Sexual gestures, obscene jokes, or sexual teasing
4. Touching oneself sexually in front of others
5. Spreading rumors about or rating other students
6. Making accusations regarding sexual orientation as to appearance, sexual activity or performance
7. Deliberate touching, leaning over, cornering, pinching, or attempting to remove the clothing of another student
8. Pressuring another student for dates or sexual favors

Quick Reference Guide**1****LEVEL 1**

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.

2**LEVEL 2**

Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

3**LEVEL 3**

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

4**LEVEL 4**

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.



Consult with Youth Services Officer (YSO).



Public Safety Office should be contacted.



Fire Marshal must be contacted.

Multidisciplinary Team
=BTAM, SIRP, BH&W and/or school-based team.

CODE 27	Tardiness				
	Arriving late to school and/or class	X	X		

Arriving late to school and/or class.

Late After Tardy (LAT) code will be used for students that arrive more than 10 minutes after the class has started.

Missed/Left Class (LFT) code will be used for students that leave class and miss 50% or more of the class.

CODE 28	Technology Misuse				
	Failure to comply with the District's "Electronic Communication Agreement"	X	X	X	

Failure to comply with the District's "Electronic Communication Agreement."

Technology Misuse

Electronic Communication Services as defined in Administrative Regulation IIBGA-AR entitled: "Electronic Communications System" include but are not limited to:

- telephone
- e-mail
- online file storage
- fax
- voice mail
- web pages
- cameras
- text messaging
- wired and wireless networks
- social media
- smart watches
- bluetooth devices
- eyeglasses with video

The use of District hardware, software, and communication systems is to support learning and research. This includes internal/external access to information services, databases, and other communication tools.

It is expected that Beaverton School District electronic tools and communication services will be used in a responsible, efficient, ethical and legal manner.

The use of personal computers and communication devices are not allowed during the school day.

Cell Phones/Personal Electronic Devices

Oregon Executive Order 25-09 established a statewide policy on cell phones and personal electronic devices for students in grades PreK-12 (including up to age 21).

Definition: "Personal Electronic Device" is a device that is capable of electronically communicating, sending, receiving, storing, recording, reproducing and/or displaying information, depictions, and/or data. Only District-issued Chromebooks are allowed.

Policy:**1. General Guidelines:**

- All students are required to “pack or park” their cell phones and electronic devices (smart watches, earbuds, personal laptops, iPads, etc.), during the school day.
- “Pack” means storing the device in a backpack, locker or other designated area.
- “Park” means placing the device in a designated area within the classroom or school premises.

2. All Levels:

- Students in all grades must have their devices packed or parked from the start of the school day until the end of the school day.
- Devices must remain off or in silent mode and should not be accessed during school hours, including recess, passing periods, and lunch breaks.

3. Responding to Non-Compliance:

- Students who do not comply with this policy or the Personal Electronic Device requirements of their school may be subject to discipline as outlined in the District’s Student Code of Conduct including having their Personal Electronic Devices confiscated.

4. Exceptions:

- Compliance with a student’s Individual Education Plan (IEP), 504 Plan or other requirement to access the educational programming or communication at school.
- Emergency situations as determined by school staff.

5. Implementation:

- Teachers, staff and administrators are responsible for enforcing this policy.
- The school administration will provide clear communication to students and parents/guardians regarding the policy and its importance and will provide follow-through with school consequences.

Quick Reference Guide

1	2	3	4	
LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Consult with Youth Services Officer (YSO).
				 Public Safety Office should be contacted.
				 Fire Marshal must be contacted.
				Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.

Students must adhere to the following criteria in using electronic communication tools and resources:

- It is expected that all users will understand and comply with all District regulations and with all legal requirements related to the use of electronic communications.
- The District's electronic tools and resources shall be used for educational purposes consistent with the District's mission, priorities and beliefs. Educational purposes do not include commercial use, use for personal financial gain or political advocacy. Students have no reasonable expectation of privacy with respect to use of the District's computer or communication systems.
- Users shall employ electronic communications in a thoughtful manner that is respectful of the language and content sensitivities of individuals and that is appropriate within an educational environment.
- All communications shall be conducted so that both sender and recipient are fully and accurately identifiable.
- All communications shall be positive and constructive in tone.
- Users shall work to protect the integrity and reliability of the electronic tools and communications systems.
- Users shall maintain personal responsibility for all non-approved financial obligations incurred while using the electronic communication services.

The following practices are considered a violation of ethical standards and are subject to disciplinary action:

- Violating the privacy of students and employees of the District.
- Using profanity, obscenity or other language which may be harassing to another user.
- Attempts to obtain access to restricted sites, servers, files, databases, and unauthorized access to systems.
- Reposting personal communications without the author's prior consent.
- Using, copying and/or posting commercial software in violation of copyright law, board policies, or administrative regulations.
- Using District technology for personal financial gain, for any commercial or illegal activity, or for promoting the use of tobacco, alcohol or other drugs.
- Spreading computer viruses, trojan horses, or any other malware in an attempt to degrade, disrupt or monitor the content of transmissions.
- Downloading, storing or printing files or messages that are profane, obscene or that use language that defames another.
- Using hardware, software or network services in violation of copyright or vendor agreements. This includes copying or transmitting software programs for installation on non-District equipment.
- Other uses that have no reasonable basis for improving the teaching or learning of the District curriculum.
- Using the phone system or fire alarm system to disrupt the operations of the school or the educational environment.

CODE

29 Theft

Synergy requires victim's names



Taking, giving, selling or receiving property not belonging to you

X**X****X****X**

Taking, giving, selling or receiving property not belonging to you. Knowingly possessing any stolen property or property reported lost or missing. **(See Code 12: Extortion)**

CODE

30 Threats / Menacing / Hate Lists

Synergy requires victim's names - **Level 3 and above requires Behavioral Threat Assessment and Management (BTAM)**



An intentional, serious threat by word or act which places another person in fear of imminent serious physical injury

X**X****X**

An intentional, serious threat by word (electronic, telephone, written or spoken) or act (including physical, verbal and/or bullying/threatening), which places another person in fear of imminent serious physical injury (ORS 339.250[3]). This includes, but is not limited to, words, target lists, surveys or conduct directed toward another person. Intimidation, threats and/or menacing are not limited to the protective classes of race, gender, color, religion, national origin, sexual orientation or disability. Violation could result in a referral to an appropriate law enforcement agency. **(See Codes 5 & 24: Bullying/Harassment/Hazing and Sexual Harassment)** The possession of a list that threatens harm to others requires the parent/guardian of any student listed and any staff member listed to be notified within 12 hours of discovering the list. Written notification must follow within 24 hours.

Quick Reference Guide**LEVEL 1**

Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.

**LEVEL 2**

Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.

**LEVEL 3**

Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.

**LEVEL 4**

Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.



Consult with Youth Services Officer (YSO).



Public Safety Office should be contacted.



Fire Marshal must be contacted.

Multidisciplinary Team
=BTAM, SIRP, BH&W and/or school-based team.

CODE 31	Tobacco				
	Tobacco use, possession, sharing, and/or distribution		X	X	

The use, possession, sharing, and/or distribution of and/or remaining in a place where you knowingly permit others to sell, keep or use tobacco:

1. Tobacco, including any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette, chewing tobacco, and any other smoking product or other items containing or reasonably resembling tobacco or tobacco products
2. Spit or smokeless tobacco, dip, chew, snuff in any form
3. Nicotine or nicotine delivering devices
4. Electronic cigarettes, electronic hookahs, and other vapor emitting devices with or without nicotine content.

Use, possession, sharing, selling and/or distribution of electronic cigarettes, electronic hookahs, “vape” pens and other vapor emitting devices will be classified as a violation of Code 8 Drugs.

Referral to Substance Use Specialist.

CODE 32	Trespassing				
	Entering or remaining unlawfully in School District buildings		X	X	X

Being present in unauthorized places or refusing to leave when asked to do so by District personnel and/or designated authority. Entering or remaining unlawfully in School District buildings or on any part of District property or adjacent areas.

CODE 33	Unexcused Absence				
	Any absence which has not been excused by parent or legal guardian and/or appropriate school staff	X	X		

Any absence which has not been excused by parent or legal guardian and/or appropriate school official. Under **ORS 339.055** the District has an obligation to investigate truant or unexcused student absences. If a student is not otherwise exempt from compulsory school attendance, the District may notify law enforcement, truancy and DMV. Notice will be given to the student's parent or legal guardian requiring the child to appear at the school on the next school day following the notice.

CODE						
34	Vandalism					
		Intentionally damaging, defacing or destroying property	X	X	X	X
Intentionally damaging, defacing (including tagging/graffiti), or destroying property. Vandalism is the willful or malicious destruction or defacement of public or private property. The student and the parent or parents having legal custody of the student may be liable for the amount of the assessed damages not to exceed \$5,000 plus costs if legal action is required (ORS 339.270). The student and the parent or parents having legal custody of the student shall be liable for up to \$7,500 for the torts committed by their child. (ORS 30.765) (See Code 10: Disorderly or Disruptive Conduct)						

CODE
35

Weapons: Other than Firearms, Knives and Explosive Devices



Expulsion requires Behavioral Threat Assessment and Management (BTAM) protocol



The use, possession or sale of a dangerous or deadly weapon

X

X

The use, possession or sale of a dangerous or deadly weapon. Dangerous weapon is defined by Oregon law as any weapon, device, instrument, material, or substance which, under the circumstance in which it is used, attempted to be used, threatened to be used, possessed or sold, is readily capable of causing death or serious physical injury. A deadly weapon is defined by Oregon law as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury. Dangerous or deadly weapons include but are not limited to ammunition, BB guns, air guns, paint ball guns, stun guns, nunchaku sticks, throwing stars, metal knuckles, and pepper spray. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis. **(See Codes 35 & 36: Weapons: Firearms; Knives and Look-Alike Knives)**

Dangerous and/or Deadly Weapons

Students bringing weapons to school may be expelled for a period of not less than one year. If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of **ORS 339.250**, the District will deny that student admission to the school's regular program for the duration of the expulsion.

Quick Reference Guide

				
LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Consult with Youth Services Officer (YSO).
				
				Public Safety Office should be contacted.
				
				Fire Marshal must be contacted.
				Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.

STUDENT CONDUCT INCIDENTS

IN ADDITION, THE DISTRICT WILL NOT OFFER AN ALTERNATIVE EDUCATION PROGRAM PURSUANT TO SECTION (10) OF ORS 339.250 FOR AT LEAST ONE CALENDAR YEAR FROM THE DATE OF THE EXPULSION. The Superintendent or designee may, on a case-by-case basis, modify this expulsion requirement. Weapons under the control of law enforcement personnel are permitted. The Superintendent or designee may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property (including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports). Also see **ORS 339.315**.

School district and NWESD employees who have reasonable cause to believe that a person while in school has, or within the previous 120 days, unlawfully possessed a firearm or destructive device, must report that conduct immediately to a school administrator, school director, or law enforcement agency within the county.

CODE 36	Weapons: Explosive Devices	   
Expulsion requires Behavioral Threat Assessment and Management (BTAM) protocol		
	The use, possession, or sale of an explosive device or material	X
The use, possession, or sale of an explosive device or material. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis.		

CODE 37	Weapons: Firearms	   
Expulsion requires Behavioral Threat Assessment and Management (BTAM) protocol		
	The use, possession, or sale of a firearm	X
The use, possession, or sale of a firearm. A firearm is defined by Federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon, and a firearm muffler or firearm silencer. Violations shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis.		

Quick Reference Guide

 LEVEL 1 Classroom Support and School-Based Interventions - aim is to teach correct alternative behavior.	 LEVEL 2 Intensive support and administrative staff interventions - aim is to correct the behavior by keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment.	 LEVEL 3 Suspension and Referral Responses - appropriate when interventions and supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.	 LEVEL 4 Extended Suspension and Expulsion - appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	 Consult with Youth Services Officer (YSO).  Public Safety Office should be contacted.  Fire Marshal must be contacted. Multidisciplinary Team =BTAM, SIRP, BH&W and/or school-based team.
---	---	---	---	--

CODE

38**Weapons: Knives and Look-alike Knives****Expulsion requires Behavioral Threat Assessment and Management (BTAM) protocol**

The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length

X**X****X**

The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length. If the knife is a dangerous weapon (readily capable of causing death or serious physical injury under the circumstances in which it is used, attempted to be used, threatened to be used, possessed, or sold) or a deadly weapon (Specifically designed for and presently capable of causing death or serious physical injury) then expulsion is required. The Superintendent or designee may modify the expulsion on a case-by-case basis. Violation may result in a referral to an appropriate law enforcement agency.

CODE

39**Weapons: Look-alike Explosive Devices, Firearms, or Other Dangerous or Deadly Weapons****Expulsion requires Behavioral Threat Assessment and Management (BTAM) protocol**

The possession, use, or threat of use of a look-alike explosive device, firearm, or other dangerous or deadly weapons

X**X****X**

The use, possession, or sale of an explosive device or material. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis.

CODE

40**Weapons: Others****Expulsion requires Behavioral Threat Assessment and Management (BTAM) protocol**

The use or threat of use of a weapon, device, instrument, material, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing physical injury

X**X****X**

The use or threat of use of a weapon, device, instrument, material, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing physical injury. The Superintendent or designee may modify the expulsion on a case-by-case basis.



1260 NW Waterhouse Ave. | 503-356-4500 | www.Beaverton.k12.or.us