



## **FIRST READING OF SCHOOL BOARD POLICIES**

### **POLICY ISSUE/SITUATION:**

Attached are OSBA and BSD staff suggested changes presented for a first reading. The policies are:

- **ADA** – District Equity Policy
- **BCFAA** – Community Partnership Teams
- **DJC** – Bidding Requirements
- **JFC** – Student Conduct
- **JFCJ** – Weapons in Schools
- **JG** – Student Discipline

### **BACKGROUND INFORMATION:**

Departments are continuing to work to reach compliance of the policies pertinent to their areas. During this school year the district will continue to present various sets of new policy changes for review.

### **RECOMMENDATION:**

It is recommended that the School Board review these first readings.

**District Goal:** All students will show continuous progress toward their personal learning goals, developed in collaboration with teachers and parents, and will be prepared for post-secondary education and career success.

The Beaverton School District recognizes the diversity and worth of all individuals and groups. It is the policy of the Beaverton School District that there will be no discrimination or harassment of individuals or groups based on race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, genetic information or disability in any educational programs, activities or employment.

## District Equity Policy

**DRAFT**

**May 13, 2014**

The Beaverton School District is a community of learners committed to equity and the success of every student. This commitment means that student success will not be predicted based on race, ethnicity, family economics, mobility, gender, sexual orientation, disability, or initial proficiencies. Equity in education is about fairness, inclusiveness, and social justice and not to be used interchangeably with the principles of equality. The District defines equity as the process necessary to achieve equality in student outcomes.

The benefits of fair, inclusive, and socially just education are immense. Education is a determining factor in our students' future health, means of economic support, successful parenting, civic involvement, and contributions to society. The creation of a more equitable and just society hinges on actualizing the principles of educational equity.

In order to be successful, the District must eliminate the access and opportunity gaps that result in achievement disparities between the highest and lowest performing students and eradicate the unfair predictability of student achievement.

We believe:

- every student can learn at the highest levels when all staff provide equitable access and opportunity for learning, and hold every student to high expectations.
- equity requires that each and every student receives the resources they need individually to thrive.
- every adult in the District should have the moral imperative, collective ownership, and will to act to eliminate disparities and prepare all students to be college and career ready.
- the District will be excellent only when all families are empowered as participants and as equal partners to influence, inform, and impact decisions throughout our school system.

To realize our beliefs the District will:

- use data, disaggregated by race, ethnicity, language, special education, gender, sexual orientation (when available), socioeconomic background, and mobility to inform all district decision-making;
- differentiate resource allocation to achieve educational equity;
- use standards-based, culturally responsive pedagogies to accelerate the learning of historically underserved students, while ensuring the success of all;
- create and nurture an inclusive and welcoming environment for all students, families, and staff;
- invest in recruitment, retention, and professional support to ensure staff at all organizational levels reflect student demographics and engage in culturally responsive practices and delivery of service;
- work in partnership with parents, families, and community members that reflect the diversity of students to support career and college readiness for all.

END OF POLICY

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## Community Partnership Teams

The District shall support the establishment of Community Partnership Teams at each school for the purpose of engaging the broader Beaverton community in school volunteer and engagement activities.

### Roles and Responsibilities:

- 1) Promote and assist with developing collaborative, school-based community outreach, engagement and volunteer activities amongst parents, non-parents, business, faith communities and community organizations. The Community Partnership Team and the school principal should meet on a regular basis to assess school needs, and collaboratively and strategically set measurable goals, plan activities, track progress and evaluate outcomes.
- 2) Provide regular electronic progress reports to the School Board and Superintendent. These progress reports would be included in the Board Packets.

Team members would also serve as a communication link between the public in their school attendance area and the School Board.

Each school should regularly publicize their goals, work and accomplishments in their school newsletters, at school gatherings, etc. The District will also use these stories to further community engagement and understanding of the work happening in our schools.

- 3) The Team should participate in three (3) District-level Community Partnership Team meetings to learn best practices, highlight and celebrate accomplishments and be briefed on District-level issues by the Superintendent and his staff.
- 4) The Community Partnership Team may assist the principal and District with building use requests or issues as needed. For example, if a boundary adjustment were needed in a particular school attendance area, representatives of the Team could be asked to provide input to the District prior to final decisions. Other examples of District level engagement would be bond measures or local option levies. This team would be the catalyst to energize the local school community.

The Community Partnership Team should include:

- school principal
- school volunteer coordinator(s)
- parent group leader(s) or designee
- faith partner(s)
- business partner(s)

However, this is not an exclusive team, and principals with their Community Partnership Team could identify others to expand this group, if desired. Additional partners could include:

- current staff
- retired teachers, classified staff or administrators
- senior citizens, retirees, grandparents of students
- neighbors near the local school
- Neighborhood Associations (City of Beaverton=NACs)
- Community Participation Organizations (Washington County=CPOs)
- homeowners associations
- social service agencies
- non-profits

The Communications & Community Involvement Department will provide technical support and assistance to help schools develop their Community Partnership Teams.

The Superintendent or designee is instructed to develop administrative regulations to implement this policy and provide guidelines for the Community Partnership Teams.

END OF POLICY

## COMMUNITY ENGAGEMENT COMMITTEES

The District shall support the establishment of Community Engagement Committees (CECs) at each school for the purpose of:

- Engaging with the local community;
- Providing a communication link between the school community, the school administration and the School Board; and
- Determining the use of school property.

CECs shall be responsible for the following:

- In collaboration with PTOs, promote and assist with District and school-based community outreach activities to increase and improve community engagement and volunteerism.
- Assist the Principal in establishing partnerships with business, government and community organizations.
- Report to and advise the Board concerning the progress and needs of the school and the wishes of the community concerning the school.
- Serve as a communication link between the public in their respective attendance areas and the School Board.
- Function as steward and advisor to the Principal, Superintendent and Board regarding building and campus use, and promote safe and sustainable practices in campus operations.
- Make decisions on requests for use of school property.
- Serve from time to time on District-wide advisory committees whose work impacts schools and communities such as boundary adjustments.

The Principal shall appoint a minimum of three (3) and a maximum of five (5) members to the CEC who reside and/or work, and reflect the diversity within the school attendance area, or for options schools, the District attendance area. The District shall support the schools in publicizing the CEC and recruiting parents and community members. Appointments shall be affirmed by the School Board annually.

Terms shall be for two years, staggered on a three-year rotation to ensure continuity. The term will be July 1 — June 30.

~~Nominations for appointment may come from Board members, parents, community members or other groups, and from the school's Site Council or PTO. In the event that principals are unable to recruit qualified nominees to fill CEC positions, best efforts will be made to establish and maintain this function and increase the membership over time.~~

~~CECs shall hold regular scheduled meetings during the school year (September through June). All CEC meetings shall be subject to the Public Meetings Law. No action or statement by the CEC or by individual members shall be binding upon the Board. In carrying out its functions, CEC decisions shall be by majority vote of the full CEC, and a quorum is defined as a majority of the CEC.~~

~~At the first meeting after July 1, the CEC shall elect one member to serve as chair. A secretary may also be designated (the principal or some other non-member of the CEC may serve as secretary).~~

~~A copy of the minutes of each CEC meeting is to be forwarded to the Superintendent. Recommendations from the CEC to the Superintendent and Board should be highlighted. The Superintendent will respond to the CEC's recommendations.~~

~~Suggestions and concerns may be forwarded to the Board through the regular monthly meetings or they may be called directly to the attention of the Board or superintendent. Once a month, in a regular meeting of the Board, the Superintendent will submit to the Board the minutes of the CEC meetings of the previous month, along with the Superintendent's comments and recommendations.~~

~~In assisting the operation of the CEC, the Superintendent will furnish CEC members with advanced copies of Board agendas, minutes of Board meetings and other documents and publications as appropriate. The Principal will keep the CEC informed regarding the progress and needs of the school, apprise the CEC of proposed changes affecting the school or District, assist with the preparation of meeting agendas, attend all CEC meetings and assist the CEC in other ways to carry out its responsibilities.~~

~~The Superintendent or designee is instructed to develop administrative regulations to implement this policy and provide guidelines for the CECs, and assistance to schools in the recruitment and training of CECs.~~

~~END OF POLICY~~

## BIDDING REQUIREMENTS

The Board is the Local Contract Review Board (LCRB) for the district.

The Board, acting as its own LCRB, adopts the Oregon Attorney General's Model Public Contract Rules, OAR Chapter 137, Divisions 046 through 049.

All public contracts shall be invited in accordance with applicable competitive procurement provisions of Oregon Revised Statutes and adopted public contracting rules except as allowed in the adopted rules or administrative regulations.

The district shall procure construction manager/general contractor services in accordance with model rules the Attorney General adopts under ORS 279A.065

Where necessary, the Board has made the written findings required by law for exemptions from competitive bidding. Such findings shall be maintained by the district and made available on request.

### Emergency Procurements

The Superintendent, or designee, shall make emergency declarations and procurements pursuant to ORS 279B.080.

### Special Procurements

The Board shall approve special procurements pursuant to ORS 279B.085 and exemptions pursuant to ORS 279C.335.

### Sole Source Procurements

The Superintendent, or designee, shall determine in writing that goods or services, or class of goods or services are available from only one source pursuant to ORS 279B.075. The Board may exempt specifications pursuant to ORS 279C.345.

Opportunity will be provided to all responsible suppliers to do business with the district. The Chief Financial Officer will develop and maintain lists of potential vendors for various types of materials, equipment and supplies. Such lists may be used to develop a mailing list for distribution of specifications and solicitations for bids or proposals. Any supplier may be included in the list upon request.

Procurements estimated to be in excess of \$250,000 shall go through the cost analysis and feasibility process described in ORS 279B.

Records of bids, proposals and specifications will be kept in the district administration office and will conform to Oregon Revised Statutes and applicable records retention provisions of the Oregon Attorney General's Model Public Contract Rules.

The Superintendent, or designee, shall develop administrative regulations necessary to implement this policy.

END OF POLICY

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Legal References:

ORS Chapters 279, 279A, 279B, and 279C

Oregon Attorney General's Model Public Contract Rules



## STUDENT CONDUCT

The Board expects student conduct to contribute to a productive learning climate. All students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district staff and conduct themselves in an orderly manner at school during the school day or during school-sponsored activities. This conduct applies to students en route to and from school and District school-sponsored activities.

Careful attention shall be given to procedures and methods whereby fairness and consistency without bias in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning environment. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

A student code of conduct, developed under the leadership of the district administration, and in cooperation with staff, will be made available annually and distributed to parents, ~~and~~ students, and employees outlining student conduct expectations and possible disciplinary actions, including consequences for disorderly conduct, as required by the No Child Left Behind Act of 2001, and consistently enforced in the schools.

Students in violation of Board policy, administrative regulation and/or code of conduct provisions will be subject to discipline up to and including expulsion. Students may be denied participation in extracurricular activities. Titles and/or privileges available to or granted to students may also be denied and/or revoked (e.g., valedictorian, salutatorian, student body, class or club office positions, senior trip, prom, etc.). A referral to law enforcement may also be made.

The district will annually record and report expulsion data for conduct violations as required by the Oregon Department of Education.

END OF POLICY

Legal References:

ORS 339.240

ORS 339.250

~~ORS 339.260~~

ORS 659.150850

OAR 581-021-0050 to -0075

Hazelwood School District v. Kuhlmeier, 484 U.S. 260 (1988).

Bethel School District No. 403 et al. v. Fraser, 478 U.S. 675 (1986).

Leslie Shorb v. Donald L. Grotting and Powers School District No. 31, Case No. 00CV-0255  
(Coos County Circuit Court) (June 1, 2000).

Ferguson v. Phoenix Talent School District #4, 172 Or. App.389 (2001).

No Child Left Behind Act of 2001, P.L. 107-110, Title IX, Section 9532.

Cross Reference:

Policy JG - Student Discipline

## WEAPONS IN THE SCHOOLS

Students shall not bring, possess, conceal or use a weapon on or at district property, activities under the jurisdiction of the district or interscholastic activities administered by a voluntary organization approved by the State Board of Education.

For purposes of this policy, and as defined by state and federal law, weapons includes:

1. "Dangerous weapon" - any weapon, device, instrument, material or substance, which under the circumstances in which it is used, attempted to be used or threatened to be used is readily capable of causing death or serious physical injury;
2. "Deadly weapon" - any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury;
3. "Firearm" - any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive, frame or receiver of any such weapon, any firearm silencer or any other destructive device including any explosive, incendiary or poisonous gas.
4. "Destructive device" - any ~~device with an~~ explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into any destructive device or from which a destructive device may be readily assembled. ~~A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.~~ A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

5.4..

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

Prohibited weapons possessed on or about a person while on district property are subject to seizure or forfeiture.

In accordance with Oregon law, any employee who has reasonable cause to believe a student  
In accordance with Oregon law, any employee who has reasonable cause to believe a student or other person has, within the previous 120 days, unlawfully been in possession of a firearm or destructive device as defined by this policy, shall immediately report such violation to an administrator, his/her designee or law enforcement. Employees who report directly to law enforcement shall also immediately inform an administrator.

Administrators shall promptly notify the appropriate law enforcement agency of staff reports received and at any other time there is reasonable cause to believe violations have occurred or that a student has been expelled for bringing, possessing, concealing or using a dangerous or deadly weapon, firearm or destructive device. Parents will be notified of all conduct by their student that violates this policy.

Employees shall promptly report all other conduct prohibited by this policy to an administrator. Administrators shall promptly report to the Security Office.

Incidents of students possessing weapons will be reported to the student's parents and a referral to the appropriate law enforcement agency shall be made. Appropriate disciplinary and/or legal action will be taken against students who possess weapons and with students who assist possession in any way. Students bringing weapons to school will be expelled for a period of not less than one year. The superintendent may, on a case-by-case basis, modify this expulsion requirement. The district may also request suspension of a student's driving privileges or the right to apply for driving privileges with the Oregon Department of Transportation.

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

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

END OF POLICY

Legal References:

<u>ORS 161.015</u>	<u>OAR 581-021-0050 to -0075</u>
<u>ORS 166.210 - 166.370</u>	<u>OAR 581-053-0010 (5)</u>
<u>ORS 166.382</u>	<u><del>OAR 581-053-0015 (7)(k)</del> <u>OAR 581-053-0230(9)(k)</u></u>
<u>ORS 332.107</u>	<u><del>OAR 581-053-0545 (4)(c),(w)</del> <u>OAR 581-053-0330(1)(r)</u></u>
<u>ORS 339.115</u>	<u><del>OAR 581-053-0550 (5)(y)</del> <u>OAR 581-053-0430(17)</u></u>
<u>ORS 339.240</u>	<u>OAR 581-053-0531(16)</u>
<u>ORS 339.250</u>	<u>OAR 581-053-0630</u>
<u><del>ORS 339.260</del></u>	
<u>ORS 339.315</u>	
<u>ORS 339.327</u>	
<u><del>ORS 809.060</del><u>135</u></u>	
<u>ORS 809.260</u>	

Gun-Free School Zones Act of 1990, 18 U.S.C. Sections 921(a)(25), (26) and 922(q); as amended by P.L. 104-208, Section 101(f) (1996) and P.L. 103-322, Section 320904 (1994).

Individuals with Disabilities Education Act (IDEA), 20 U.S.C. §§ 1400 - 1427 (2006).

Education of the Handicapped Act of 1975, as amended, 20 U.S.C. Sections 1400-1427, as amended and renamed Individuals with Disabilities Education Act (IDEA), P.L. 100-

~~476, 104 Stat 1103 (1990), as amended P.L. 105-17 (1997). [P.L. 94-142 is a well-known "short" reference to this federal legislation.]~~

Youth Handgun Safety Act, 18 U.S.C., Sections 922(x) and 924(a)(6).

Safe and Drug-Free Schools and Communities Act, 20 U.S.C. Sections 7101-7117.

Cross Reference:

Policy JHFDA - Suspension of Driving Privileges

## STUDENT DISCIPLINE

Discipline in the district is based upon a philosophy designed to produce behavioral changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments. The district's student discipline philosophy is also based upon the need for an effective communication system that promotes open discussion and resolution of issues.

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

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

The Board seeks to assure a school climate which is appropriate for learning and which assures the safety and welfare of personnel and students. The superintendent will develop rules, procedures and standards whereby those students who disrupt the educational setting or who endanger the safety of others will be offered corrective counseling and be subject to disciplinary sanctions that are age appropriate, and to the extent practicable, that use approaches that are shown through research to be effective.

Careful attention shall be given to procedures and methods whereby fairness, ~~and consistency, and the absence of bias~~ in discipline shall be assured each student. The objectives of disciplining any student must be to help the student develop a positive attitude toward self-discipline, realize the responsibility of one's actions and maintain a productive learning climate. All staff members have responsibility for consistency in establishing and maintaining an appropriate behavioral atmosphere.

~~A student whose conduct or behavior violates the district's and/or school's code of conduct may be suspended or expelled in accordance with administrative procedures and rules established by the superintendent.~~ A student whose conduct is seriously detrimental to the school's best interests may be suspended. Students may be expelled for any of the following circumstances: a) when a student's conduct poses a threat to the health or safety of students or employees; b) when other strategies to change the student's behavior have been ineffective; or c) when required by law. ~~Such rules and procedures~~ The District will ensure careful consideration of the rights and needs of the individual concerned, as well as the best interests of other students and the school program as a whole.

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

### END OF POLICY

#### Legal References:

ORS 243.650  
ORS 332.061  
ORS 332.072

ORS 332.107  
ORS 339.115  
ORS 339.240 - 339.27080

OAR 581-021-0045  
OAR 581-021-0050 to -0075

#### Cross Reference:

Policy JGD/JGE - Suspensions and Expulsions