

Brookings-Harbor High School Handbook 2015-2016

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Brookings Harbor High School

2015 ~ 2016

Welcome to Brookings Harbor High School!

A new school year brings the opportunity for a new start, new experiences, lots of successes – and even a few failures from which we can learn and grow.

Together, we can all succeed with Bruin PRIDE. We are looking forward to knowing each of you as the school year progresses.

Have a great Year!

**Respectfully,
Lisa Dion, Principal
Alex Merritt, Assistant Principal**

This agenda book is your personal guide to BHHS, and is a helpful organizational tool for you. It is to be used to plan ahead, keep track of appointments, and as a daily hall pass. Your teachers will all expect you to have it with you every day. If you lose your handbook, you will need another one. Additional copies may be purchased in the front office for \$5.00.

BHHS Mission Statement

Working in partnership with our students, parents and the Community, the mission of Brookings Harbor High School is to prepare our students for higher education and for the work force; and to instill in them the values of perseverance, respect, integrity, diversity, and excellence.

Daily Class Schedules

Regular Bell Schedule		
Period	Start	End
0	7:10	8:00
1	8:05	8:55
2	9:00	9:50
Break	9:50	10:00
3	10:00	10:55
4	11:00	11:50
Lunch	11:50	12:25
5	12:30	1:20
6	1:25	2:15
7	2:20	3:10

Wednesday Schedule		
Period	Start	End
0	7:20	8:00
1	8:05	8:45
2	8:50	9:30
Break	9:30	9:40
3	9:45	10:25
4	10:30	11:10
Lunch	11:10	11:40
5	11:45	12:25
6	12:30	1:10
7	1:15	2:00

Bruin PRIDE Lunch Schedule

0	7:10	8:00
1	8:05	8:53
2	8:58	9:46
Break	9:46	9:56
3	10:01	10:49
4	10:54	11:42
Bruin Pride Lunch	11:42	12:32
5	12:37	1:25
6	1:30	2:18
7	2:23	3:10

AM Assembly Schedule

0	7:20	8:00
1	8:05	8:50
2	8:55	9:40
Assembly	9:45	10:10
Break	10:10	10:15
3	10:20	11:05
4	11:10	11:55
Lunch	11:55	12:25
5	12:30	1:20
6	1:25	2:15
7	2:20	3:10

Bruin PRIDE School Wide Expectations

Bruin PRIDE Behavior Expectations	Learning Environment	Common Areas	Activities and Athletics
Perseverance	Challenge yourself to do your best; keep on trying; think "I can do it!"; help each other; finish what you start, even when it's tough; set goals and achieve them; work with your teachers to succeed.	Use passing time and break to take care of personal business; be respectful to everyone on campus, even when you're having a tough day	Cheer for your class and school at assemblies; care about what is happening at your school; cheer for your team whether they are winning or losing.
Respect	Treat teachers, classmates, staff, guests, and property with respect; Use appropriate language; follow classroom rules; make room for others	Make room for others in the hallway; make respectful comments to others, using appropriate language	Cheer for your class and school at assemblies; cheer for your team whether they are winning or losing.
Integrity	Strive to learn; participate positively in class; care about giving the chance to learn to others; always do your own work and resist the temptation to cheat; be trustworthy and truthful.	Clean up after yourself; care about others' rights to feel safe and secure; honor your commitments and arrive to class on time.	Participate positively; make an effort to attend school events and support your school; cheer and show positive enthusiasm for your class and your school.
Diversity	Be open to considering ideas that are different from your own; be accepting of all of your classmates; strive to learn from those whose lives or perspectives are different from yours.	Clean up after yourself; smile and greet others positively; care about creating a welcoming atmosphere at school.	Be welcoming to all presenters; cheer or clap for athletes and performers; welcome others to sit with your group; care about creating a positive atmosphere.
Excellence	Arrive to class on time every day; have all classroom materials ready when class begins; be ready and willing to learn; plan ahead to complete your assignments; participate in classroom activities and discussions.	Clean up after yourself; smile and greet others positively; care about creating a welcoming atmosphere at school; help others.	Wear school colors and support your school positively; expect everyone involved, including yourself, to act appropriately; encourage those who are presenting and participate when you are asked to.

Bruin PRIDE Behavior Expectations What PRIDE looks like!		
Learning Environment		
Rule	What it looks like	What it doesn't look like
Perseverance	You keep on working through difficulties, believing that you can do it. You figure out ways to solve your problems.	You blame others for your lack of success, and cause dramatic scenes when your teacher asks you to keep on trying.
Respect	You act professionally in the classroom, just as you would if you were at a job and the teacher was your supervisor.	You disregard the teacher's efforts to teach you and try to distract the class from learning. You rob others of learning opportunities.
Integrity	You stay organized and turn in your assignments on time. You make an honest effort to do your own work.	You are disorganized and don't complete your assignments. You cheat, plagiarize, or copy other students' work instead of doing your own thinking.
Diversity	You look for the best in everyone and try to get along with as many people as you can. You appreciate the different strengths and experiences other people bring to our school.	You put down or mock people who are different from you and make no effort to get to know anyone outside of your own group of friends.
Excellence	You are responsible, organized, and committed to learning. You always strive to do your best and find solutions to your own difficulties.	You are irresponsible, disorganized, and don't care about learning. You blame others for your own problems. You feel that school rules do not apply to you.
Bruin PRIDE Behavior Expectations What PRIDE looks like!		
Common Areas		
Rule	What it looks like	What it doesn't look like
Perseverance	You realize that all common areas in our school are designed for positive social interactions, and you take responsibility for creating a positive atmosphere.	You let your personal drama or negative attitude spill over into disrespectful outbursts, profanity, or aggression, embarrassing yourself and visitors to our school.
Respect	You make room for others in the hallways and cafeteria. You are polite and professional in your interactions. You look others in the eye and respond to greetings.	You block the hallways so others can't get past you. You ignore the greetings of others. You act like you are better than others, bumping into others who are "in your way." You make out with your boyfriend or girlfriend,

		making everyone uncomfortable.
Integrity	You clean up your own messes and garbage.	You leave trash, food, and garbage around for others to clean up after you.
Diversity	You appreciate the diversity of people who attend our school, and enjoy getting to know as many as you can.	You treat those who are different from you with suspicion or disrespect.
Excellence	You act in such a way that everyone who comes to our school and walk the halls feel like our school is a safe, respectful, and positive place to be.	Your behavior communicates that you are a negative person, who is intimidating, unapproachable, and who regularly uses profanity. Others find you unpleasant to be around because of this.
Bruin PRIDE Behavior Expectations		
What PRIDE looks like!		
Activities and Athletics		
Rule	What it looks like	What it doesn't look like
Perseverance	You support our athletic teams whether the weather is bad or whether the team is winning or losing. You consider yourself a part of the team.	You leave halfway through an athletic event because of the weather or because the team is losing. You give up on your fellow Bruins.
Respect	You are respectful and appreciative of presenters at assemblies. You are supportive of all participants and allow everyone in the audience to hear and see presentations.	You are rude at assemblies and athletic events, talking over presenters and showing contempt for those around you by not caring about their desire to hear, see, and participate.
Integrity	You arrive for events on time, making sure to bring your Student ID card, and you enter events and presentations respectfully.	You show up late for, or attempt to skip out on events or activities. When you do arrive, you enter the room rudely, causing embarrassment for yourself and presenting yourself poorly.
Diversity	You appreciate the differences of all presenters and athletes, being open-minded about different ideas, physical attributes, and talents, supporting everyone for their efforts.	You make derogatory comments about presenters or athletes, disrespecting their ideas, physical abilities, or talents. You are negative and critical of others, projecting a toxic atmosphere around yourself that makes others uncomfortable.

Excellence	You attend games and sports events, sitting in the student section and wearing school colors. You consider yourself an important part of the team. You attend school assemblies and take part in making sure they are successful and fun for all.	You never attend school events and detach yourself from assemblies, thinking that your positive participation doesn't matter. You say you want sports programs and assemblies to be better, but you take no personal responsibility for making them better by being involved or showing up.
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*Off-campus and outside-of-school-time conduct that violates the District's Student Code of Conduct may also be the basis for discipline if it has the potential to disrupt or impact the safe and efficient operation of the school or interfere with the rights of others. If necessary, Law Enforcement may be notified at any time.

Nondiscrimination: School Board Policy AC

The district shall promote nondiscrimination and an environment free of harassment based on an individual's race, color, religion, sex, sexual orientation,¹ national origin, disability, marital status or age, or because of the race, color, religion, sex, sexual orientation, national origin, disability, marital status or age of any other persons with whom the individual associates. In keeping with requirements of federal and state law, the district strives to remove any vestige of discrimination in employment, assignment and promotion of personnel; in educational opportunities and services offered students; in student assignment to schools and classes; in student discipline; in location and use of facilities; in educational offerings and materials; and in accommodating the public at public meetings. The Board encourages staff to improve human relations within the schools and to establish channels through which citizens can communicate their concerns to the administration and the Board. The superintendent shall appoint and make known individuals to contact on issues concerning the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA), Section 504 of the Rehabilitation Act of 1973, Title VI, Title VII, Title IX and other civil rights or discrimination issues². The Board will adopt and the district will publish grievance procedures providing for prompt and equitable resolution of student and employee complaints. Section 504 and the ADA prohibit discrimination against an individual because he/she has opposed any discrimination act or practice; or investigation, proceeding or hearing. The ADA further prohibits anyone from coercing, intimidating, threatening or interfering with an individual for exercising the rights guaranteed under the Act.

District Title IX Coordinator: Emilie Aliamus
 Special Education Director: Baron Guido
 Homeless Liaison: Wendy Ross

Show Bruin PRIDE by being PROFESSIONAL

Students and staff at BHHS are expected at all times to exemplify a high degree of professionalism, solving problems and conducting business in a calm, reasonable, and responsible manner. Professionalism encompasses the areas of

- **personal dress**
- **reaction to criticism**
- **all interactions with adults**
- **all interactions with peers**
- **commitment to achievement**
- **desire to learn and improve**
- **an attitude of teamwork**
- **facing natural consequences and taking ownership of mistakes**

Generally, staff should be addressed as “Mr., Ms., or Mrs.” at all times by students. Teachers may also decide to address students similarly.

It is each student’s responsibility to know the rules and expectations of BHHS, and to accept responsibility for following those guidelines.

An attitude of professionalism is one in which each student strives to do his or her best, presents him or herself in the best way, and takes responsibility for his or her behavior, mistakes, and successes.

Each of us must be committed to being professional.

Bruin PRIDE Student Behavior Management Process		
Is the behavior managed in the classroom or the Assistant Principal's Office?		
Classroom	Actions taken by the Teacher	Actions taken by the Assistant Principal
<p>Student doesn't comply with classroom rules and expectations; unintentional use of profanity; inappropriate dress; public display of affection; deliberate use of profanity, vulgarity, and/or abusive language; possession of items that cause disruption in class; deliberate misuse of property; disruptive conduct; littering; insubordination; any other handbook or classroom violations.</p>	<p>Teacher uses classroom consequence. Does the problem stop? If not, the behavior management process continues with the following steps:</p> <p>Teacher contacts parents; builds relationship with the student and addresses behavior issues; teacher re-teaches the expected behavior.</p> <p>If problem behavior persists, teacher contacts parent again.</p> <p>If problem behavior continues after teacher has re-taught the expected behavior and parent contact has been made, the teacher writes an office referral.</p>	<p>Assistant Principal processes referral within 36 hours. Referring teacher and parent receives digital copy of referral and corrective outcomes via email or other communication. Administrator consequences may include:</p> <ul style="list-style-type: none"> • detention • in-school suspension • student contracts • loss of privileges • Bruin Pride student assignments • Mandatory counseling • Mandatory after-school tutoring • Community service • alternative placement • Out of school suspension <p>Students whose behavior repeatedly violates school expectations and / or state or federal law may be recommended for expulsion from Brookings-Harbor High School.</p>

Academics

Your High School Academic Experience

Your diploma: In order to graduate with a standard diploma from BHHS you will need to earn **24 credits**. See the Guidance Department for more information.

Yearly Requirements

Freshmen	Sophomores	Juniors	Seniors
English Math PE/Health Biology Fine Arts	English Math Physical Science World Studies Fine Arts	English Math* Science* Fine Arts* U.S. History Health	English Math* Econ/Gov Fine Arts* Science* Senior Project

***This course is strongly suggested, but not required.**

Standards Based Grading: Standards-based grading will measure a student's academic progress towards the state standards. The academic grade will provide information regarding scores that demonstrate the level of learning toward academic standards.

- **A** – (100-90%) Mastery of the Standards
- **B** – (89-80%) Exceeds the Standards
- **C** – (79-70%) Proficient
- **F** – (69-0%) Not Proficient

College Admissions

In the Oregon University System (OUS) students must earn a grade of C or better in order for a course to be counted as meeting part of the subject area requirements. The college preparatory subjects involved are: English (4 years); Math (3 years including first year Algebra and two additional years culminating at the Algebra 2 level or higher); Social Studies (3 years); Science (3 years); Foreign Language (2 years); and, two college prep electives.

BSAP Process

The BHHS Student Assistance Process provides students with the support and early intervention needed to develop behavioral skills that create optimum learning and achieve academic success. Referrals can be made by teachers, students, and parent / guardians, to be reviewed by staff on the BSAP Team to determine specific, positive interventions.

Homework: Board Policy IKB

The term "homework" refers to an assignment to be prepared outside of class or during a period of supervised study in class. The purposes of homework are to improve the learning processes, to aid in the mastery of skills and to create and to stimulate interest on the part of the student. Homework is a learning activity which

should increase in complexity with the student's maturity. Teachers will make meaningful assignments, the purposes of which should be clearly understood by both the teacher and the student. Well-designed homework assignments relate directly to class work and extend students' learning beyond the classroom.

Homework is Mandatory: Assigned homework will often be used for formative assessment purposes, and may be assessed as such by teachers.

Equal Educational Opportunity: Board Policy JB

Every student of the district will be given equal educational opportunities regardless of age, sex or gender, sexual orientation, race, religion, color, national origin, disability, marital status, linguistic background, culture, capability or geographic location. Further, no student will be excluded from participating in, denied the benefits of, or subjected to discrimination under any educational program or activity conducted by the district. The district will treat its students without discrimination on the basis of sex as this pertains to course offerings, athletics, counseling, employment assistance and extracurricular activities.

Parent / Student Complaints

All public complaints fall under School Board Policy KL and may be filed at the Brookings-Harbor 17c District Office at 629 Easy Street, Brookings, OR 97415.

POWERSCHOOL

This tool will allow you and your parents/guardian to monitor everything from your missing assignments to your graduation progress. Access to your records can be found using your login ID and password at <http://powerschool.brookings.k12.or.us/public>. You and your parents may obtain your login information from the office.

My PowerSchool Login ID is:

My PowerSchool Password is:

TESTING

Smarter Balance: We are required by the state of Oregon to administer certain standardized tests. All juniors will take the Smarter Balanced tests in ELA and Math during the month of May. Students will need to pass Smarter Balance tests in reading and writing and math in order to graduate. Students will also be able to demonstrate competency in these subject areas by submitting locally scored work samples. For more information, check with the guidance office.

PSAT: Sophomores are required to take the PSAT in the fall of their 10th grade year. Juniors may take it at that time, too, but will be charged a nominal fee. For juniors, taking the PSAT qualifies them for consideration for the National Merit Scholarship program.

SAT/ACT: BHHS also administers these national tests. Contact the guidance office if the college or university you would like to attend requires you to take either

or both of these tests. The SAT / ACT test scores can meet Oregon graduation requirements for essential skills.

ASVAB: (Armed Services Vocational Aptitude Battery) Juniors and seniors may take this test if a career in the military is something they are considering. This test is administered here at BHHS in the fall.

ACADEMICS

Conferences: Regular conferences are scheduled annually in the fall to review student progress at the midpoint of the semester. Students and parents may also expect teachers to request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavioral expectations; or (3) in any other case the teacher considers necessary.

Pacific Bridges: This is our alternative education program. In order for a student to be placed from our regular high school setting into our alternative program, he or she needs to be referred there by our team of counselors and administrators.

Credit Recovery: Students who find themselves deficient in credits needed for graduation have the opportunity to make up these credits. See the guidance office for more details.

English as a Second Language: Brookings Harbor School District provides special programs for bilingual students. A student or parent with questions about this program and how it might help should contact the ESL administrator.

Section 504: Section 504 of the Rehabilitation Act of 1973 insures that the educational system provides a full range of special accommodations and services necessary for student with special needs to participate in and benefit from public education programs and activities. BHHS will design an accommodation plan for each identified student according to his or her individual need.

Talented and Gifted: According to School Board Policy IGBB, students who have been identified as talented and gifted will have the opportunity to participate in activities designed to meet their academic needs. Parents who feel that their student(s) may be in this category should contact the BHHS principal.

Tutoring: The Bruin Pride Power Hour occurs each Tuesday and Thursday in the BHHS library after school. Students are invited to attend and get help with school work from teachers, peers, and other staff. The Power Hour may also be assigned as a disciplinary consequence for failing to complete work or falling behind academically.

From time to time paid peer tutors are available, usually in math. Names of certified adult tutors can sometimes be secured through the counseling department. There is a fee associated with tutoring.

Required Student Body Fee: Your Bruin Pride ASB card is \$25.00. This card is your official school identification and also allows you free admission to all school athletic events.

Assemblies: Throughout the school year BHHS holds various assemblies. Students are expected to demonstrate Bruin Pride at these assemblies.

Cafeteria: BHHS cafeteria features a different daily hot and cold lunch selection as well as a fully stocked salad bar. Meal prices are:

Student Breakfast: \$1.50

Student Lunch: \$2.75

Adult Breakfast: \$2.10

Adult Lunch: \$3.50

There will be no charge for students who are eligible for free or reduced lunch service. Also offered is a la carte and snack cart items. Check with the cashier in the cafeteria for prices. The cafeteria begins serving breakfast at 7:30. See the bell schedules for break and lunch times.

Technology / Cell Phone Policy

Technology devices are being used more readily across the nation by school districts to impact education in the classroom. Staff will have the authority to allow students to utilize technology as a resource in implementing lesson plans and meeting education standards in the classroom. On the other hand, cell phones and musical technology can become a major distraction to students. That said, our general school policy is that **ALL PERSONAL CELL PHONES AND TECHNOLOGICAL DEVICES SHOULD BE SILENT AND OUT OF SIGHT IN EVERY CLASSROOM, UNLESS THE TEACHER HAS SPECIFICALLY ASKED THAT THEY BE USED IN CLASS. Teachers are to confiscate any technology devices that are out at inappropriate times. The device will be taken to the main office for the student to retrieve at the end of the day.**

Technology Use Expectations:

Students are expected to use technology responsibly at all times. **The school reserves the right to grant or revoke technology privileges to students for whatever reason and duration school administration determines appropriate.**

Attendance

Oregon State law requires that every child attend school regularly. Students who regularly miss instructional time are less likely to graduate from high school. A student who is absent is considered truant. If your parent/guardian does not make contact with the school regarding your absences you the student will be called to the office upon your return to school.

BHHS School-Wide Tardy Policy

Being on time to class and ready to learn when the tardy bell rings is an essential element to being academically successful. **Every student is expected to be on time to every class, every day.**

A student will be marked tardy if he / she is not in the classroom when the tardy bell rings. Students will be required to go to the attendance office for a tardy slip before being allowed into class. Classroom teachers will determine their own expectations

and classroom procedures, such as whether students are to be seated at the bell, and students are accountable to those classroom expectations.

3 tardies = 1 lunch detention

3 lunch detentions = 1 in-school suspension / parent meeting

3 in-school suspensions = 1 Out of School Suspension

A student who is habitually tardy will be referred to the Assistant Principal's office and subject to any of the following: lunch detention, after school detention, Saturday school detention, school service – such as garbage pickup or custodial assistance – and loss of open campus privileges for an extended period of time.

Closed Campus: BHHS is a closed campus high school. Students may leave for specific medical appointments, illness or other reasons with administrative knowledge and approval. **Juniors and seniors may leave campus at lunch time only, and are expected to return from lunch on time to attend class.**

Procedure to leave campus during the school day:

1. Your parent/guardian must call or send written permission into the attendance secretary.
2. Sign the check-out sheet at the front window with the date, time and destination.
3. Get an off-campus pass from the attendance secretary.
4. When you return from your appointment, sign back in with the attendance secretary and get a pass to return to class.

Absences and Activities

Students must be in attendance at school at least one-half day if they wish to practice, play, or participate in any activity, performance, or game. Students who have been absent for the entire day may not practice for, nor participate in any activity, performance, or game unless pre-excused.

Compulsory Attendance: Board Policy JEA

Except when exempt by Oregon law, all students ages 7-18 who have not completed the 12th grade are required to attend school full-time on a regular basis at the designated school within the attendance area. Persons having legal control of a student ages 7-18 who has not completed the 12th grade are required to have the student attend school. Under the superintendent's direction and supervision, building principals shall monitor and report any because that person has filed a charge, testified, assisted or participated in an violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation and is punishable by a citation.

1 Truancy = 1 full day in-school suspension / parent contact

3 in-school suspensions = 1 day out of school suspension

Excessive truancy = recommendation for citation for a Class C violation of Oregon Compulsory Attendance Law

Student Absences and Excuses: Board Policy JED

It is the student's responsibility to maintain regular attendance in all assigned classes. Absence from school or class will be excused under the following circumstances: 1. Illness of the student; 2. Illness of an immediate family member when the student's presence at home is necessary; 3. Emergency situations that require the student's absence; 4. Field trips and school-approved activities; 5. Medical (dental) appointments. Confirmation of appointments may be required; 6. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence. Each school shall notify parents/guardians by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent/guardian. If the parent/guardian cannot be notified by the above methods, a message shall be left, if possible.

Organized Truancy Consequences

All students are expected to attend school each day. Students involved in an unexcused absence for a "senior skip day" or similar activity can expect to face consequences which may include multiple lunch detentions, assigned school clean-up, or loss of privileges.

Athletics

OSAA Rules

Eligible students must be enrolled and pass five or more classes the previous semester to participate in athletics and / or activities for the duration of the current Semester. They must be enrolled in at least five classes in the current Semester in which they are participating.

BHHS Athletic/Activities Grade Review for Eligibility

The Athletic/Activities Director will review grades every three weeks. If a student has one or more failing grades at the time of the grade review the student will be placed on academic probation. Students on probation turn in a weekly grade check sheet the Athletic/Activities Department will provide for the next three weeks. The first week the student-athlete is on probation he/she can continue to play in games. The student has that first week to communicate with their teacher and get their grade to passing. At the end of the first week of probation the Athletic/Activities Director will rule on the student's eligibility. Students who are on academic probation can maintain their eligibility by "coming prepared for class", "having all their assignments turned in", and "working to potential" in all their failing classes. If these requirements are not met then the student will not be allowed to participate in events that next week. This process then continues for the next two weeks. At the end of the three week grading period if a student who is on probation is passing all their classes then they are removed from probation. The Academic Review process starts over and another grade check will occur for all students at the end of each three week grading period. There will be grade checks on weeks 3, 6, 9, 12, 15, and 18 (end of semester). Students who fail to turn in weekly grade checks will not be allowed to participate that next week.

Note: Special circumstances will be considered in rare instances and reviewed by high school administration.

Participation Fees

Athletic participation fee is \$85 per sport. There is a Code of Conduct which students who participate in extracurricular activities must read and sign. Copies can be obtained in the Athletic Office.

Suspensions from Activities

Brookings-Harbor High School reserves the right to suspend students from activities – either for short periods or indefinitely – for inappropriate or illegal behavior, including alcohol, tobacco, or drug use, among other unsanctioned activities. Please see the Athletics Handbook or School Board Policy on the district web site for detailed descriptions of procedures and consequences.

Student Drug Testing - Extracurricular Activity Participants: Board Policy JFCIA

As part of the district's substance abuse prevention efforts, mandatory drug testing will be required of all students, grades 9-12 participating in extracurricular activities in order to:

1. Provide for student participants' health and safety;
2. Undermine the effects of peer pressure; and
3. Encourage participation in treatment programs, at parent expense, for student participants with substance abuse problems.

Extracurricular activities are defined as district-sponsored athletics and other interscholastic activities which are sanctioned by the Oregon School Activities Association (OSAA) (e.g., dance, drill, music solo/band/choir/orchestra, cheerleader and speech) and other district-sponsored competitive activities. No participant shall be penalized academically for testing positive for illegal and performance-enhancing drugs. Test results will not be documented in any student's education records. Information regarding the results of drug tests will not be disclosed to criminal or juvenile authorities absent a valid and binding subpoena or other legal process, which the district shall not solicit. In the event of a subpoena or other legal process, the district will notify the student's parents at least 72 hours prior to releasing information. Students may be tested prior to participation in extracurricular activities. Random testing will be conducted periodically thereafter by a method determined by the district to assure the integrity, confidentiality and random nature of the selection process. No district employee shall knowingly sell, market or distribute steroid or performance enhancing substances to kindergarten through 12 students with whom the employee has contact as part of the employee's district duties; or knowingly endorse or suggest the use of such drugs.

Student Searches: Board Policy JFG

The Board seeks to ensure a learning environment which protects the health, safety and welfare of students and staff. To assist the Board in attaining these

goals, district officials may, subject to the requirements below, search a student's person and property, including property assigned by the district for the student's use. Such searches may be conducted at any time on district property or when the student is under the jurisdiction of the district at school-sponsored activities. All searches for evidence of a violation conducted by the district shall be subject to the following requirements:

1. The district official shall have individualized, "reasonable suspicion" to believe evidence of a violation of law, Board policy, administrative regulation or school rule is present in a particular place;

2. The search shall be "reasonable in scope." That is, the measures used are reasonably related to the objectives of the search and not excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction. District officials may also search when they have reasonable information that emergency/dangerous circumstances exist. Routine inspections of district property assigned to students may be conducted at any time. Use of drug-detection dogs and metal detectors, or similar detection devices, may be used only on the express authorization of the superintendent. District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.

Automobiles

If you drive a motor vehicle to school, you may be granted the privilege to park in the BHHS parking lot, with the following expectations

1. Park only in student parking spaces
2. Maintain regular school attendance
3. Transport only juniors and seniors off campus for open campus lunch. Drivers found to be transporting freshmen or sophomores will lose parking privileges at BHHS, and will be required to park off-campus.
4. Obey all school rules and state laws regarding the use of their vehicles or be cited and / or towed at the owner's expense.
5. The school district is not responsible for any damage to automobiles parked on school grounds, nor the contents in the automobiles while parked on school grounds.
6. Automobiles are subject to searches while on school property.

STUDENT ACTIVITIES

Participation in extracurricular activities can make your high school experience a well-rounded one. BHHS offers a selection of opportunities for you.

Student Athletics

FALL	WINTER	SPRING
Football	Boys' Basketball	Baseball
Volleyball	Girls' Basketball	Softball

Co-Ed Cross Country	Wrestling	Co-Ed Golf*
Boys' Soccer		Co-Ed Track & Field
Girls' Soccer		

Clubs, Activities, and Organizations

Club / Organization	Description
DRAMA CLUB	Students produce and participate in seasonal dramatic productions
KNOWLEDGE BOWL	Students participate in academic quiz competitions against clubs from other schools
WRITING CLUB	Students develop their writing skills and share their passion for writing
ROBOTICS	Students design, program, and build robots to enter into the Oregon State robotics competition
LEADERSHIP	Students work together to organize school assemblies, pep rallies, dances, and other important events to support a positive and fun student culture at BHHS
YEARBOOK	Students design and produce a student yearbook, capturing the milestone moments of each school year
SCHOOL BAND	Students participate and perform in the school band, including participation in the pep band at athletic events
CHOIR	Students participate in a student choir, giving quarterly performances at BHHS and other venues
NATIONAL HONOR SOCIETY	All students who have a GPA of 3.3 or better are eligible to join the NHS. These students must exemplify the traits of leadership, scholarship, character and service
PEER MEDIATION	Students are trained as mentor peers in resolving conflicts
CAVE CREW	Students participate in raising school spirit and excitement at athletic events, attending school athletic events regularly to cheer on our Bruins athletes
BRUIN PRIDE STORE	Get your Bruin PRIDE on at our student store. Purchase shirts, hats, and hoodies to support BHHS
BRUIN COFFEE	Our student-run Bruin coffee cart provides espresso, coffee, and other excellent drinks for students outside of regular school hours and at special events

School Discipline Guidelines and Board Policies

Students are expected to display appropriate behavior and act in a professional and mature manner at all times and at all activities sponsored by BHHS. **The**

Administration has the right by Oregon Law to discipline/suspend any student for ten days for any infraction. The guidelines listed below are a reasonable attempt to provide some equity and consideration for individual special circumstances. In lieu of suspension, students may be assigned to detentions if mutual agreement between the Administration and the parent is reached.

Student Conduct: Board Policy JFC

The Board expects student conduct to contribute to a productive learning climate. Students shall comply with the district's written rules, pursue the prescribed course of study, submit to the lawful authority of district officials and conduct themselves in an orderly manner during the school day or during district 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, respectful 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. All students are expected to respond following requests for any school employee.

Sexual Harassment: Board Policy JBA/GBN

The Board is committed to the elimination of sexual harassment in district schools and activities. Sexual harassment is strictly prohibited and shall not be tolerated. This includes sexual harassment of students, staff or third parties by other students, staff, Board members or third parties. Principals and the superintendent have the responsibility for the investigations concerning sexual harassment. All complaints about behavior that may violate this policy shall be promptly investigated.

Education Records/Records of Students with Disabilities: School Board Policy JO/IGBAB

Education records are those records maintained by the district that are directly related to a student. The primary reason for the keeping and maintaining of education records for students is to help the individual student in his/her educational development by providing pertinent information for the student, his/her teachers and his/her parents. These records also serve as an important source of information to assist students in seeking productive employment and/or post-high school education. The district shall maintain confidential education records of students in a manner that conforms with state and federal laws and regulations. Information recorded on official education records should be carefully selected, accurate, verifiable and should have a direct and significant bearing upon the student's educational development. The district annually notifies parents or adult students that it forwards educational records requested by an educational agency or institution in which the student seeks to enroll or receive services, including special education evaluation services. The district may impose certain restrictions and/or penalties until fees, fines or damages are paid. Records requested by another district to determine a student's appropriate placement may not be withheld. Students or parents will receive written notice at least 10 days in advance of any restrictions and/or penalties to be imposed until the debt is paid. The notice will include the reason the student owes money to the district, an

itemization of the fees, fines or damages owed and the right of parents to request a hearing. The district may pursue fees, fines or damages through a private collection agency or other method available to the district. The district may waive fees, fines and charges if the student or parents cannot pay, the payment of the debt could impact the health and safety of the student or if the cost of collection would be more than the total collected or there are mitigating circumstances, as determined by the superintendent. The district shall comply with a request from parents or an adult student to inspect and review records without unnecessary delay. The district provides to parents of a student with a disability or to an adult student with a disability the opportunity at any reasonable time to examine all of the records of the district pertaining to the student's identification, evaluation, educational placement and free appropriate public education. The district provides parents or an adult student, on request, a list of the types and locations of education records collected, maintained and used by the district. The district annually notifies parents of all students, including adult students, currently in attendance that they have to right to:

1. Inspect and review the student's records;
2. Request the amendment of the student's educational records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights; Education Records/Records of Students with Disabilities** - JO/IGBAB 1-2
3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the student educational record rules authorize disclosure without consent. (See Board policy JOB - Personally Identifiable Information);
4. File with the U.S. Department of Education a complaint concerning alleged failures by the district to comply with the requirements of the Family Educational Rights and Privacy Act; and
5. Obtain a copy of the district's education records policy. Regarding records to be released to district officials within the agency, the district's notice includes criteria for determining legitimate educational interest and the criteria for determining which school officials have legitimate educational interests. School officials may also include a volunteer or contractor who performs an institutional service on behalf of the school. The district annually notifies parents and adult students of what it considers to be directory information and the disclosure of such. (See Board policy JOA - Directory Information). The district shall give full rights to education records to either parent, unless the district has been provided legal evidence that specifically revokes these rights. Once the student reaches age 18 those rights transfer to the student. A copy of this policy and administrative regulation shall be made available upon request to parents and students 18 years or older or emancipated and the general public.

Care of District Property by Students: Board Policy JFCB

It is each student's responsibility to show respect for all district property. Any student who willfully damages or defaces district property will be disciplined. The Board declares its intent to hold students and their parents responsible for loss or damage of district property.

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

Hazing, Harassment, intimidation, bullying*, menacing and acts of cyberbullying by students, staff and third parties toward students is strictly prohibited and shall not be tolerated in the district. Teen dating violence is unacceptable behavior and prohibited. Students whose behavior is found to be in violation of this policy will be subject to discipline, up to and including expulsion. The district may also file a request with the Oregon Department of Transportation to suspend the driving privileges or the right to apply for driving privileges of a student 15 years of age or older who has been suspended or expelled at least twice for menacing another student or employee, willful damage or injury to district property or for the use of threats, intimidation, harassment or coercion. Students may also be referred to law enforcement officials.

Bullying – *Bullying 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.

Retaliation/False Charges: School Board Policy JFCF-AR

Retaliation against any person who reports, is thought to have reported, files a complaint or otherwise participates in an investigation or inquiry is prohibited. Such retaliation shall be considered a serious violation of Board policy and independent of whether a complaint is substantiated. False charges shall also be regarded as a serious offense and will result in disciplinary action or other appropriate sanctions.

Use of Tobacco, Alcohol or Drugs: Board Policy JFCG/JFCH/JFCI

Student substance abuse, possession, use, distribution or sale of tobacco, alcohol or unlawful drugs, including drug paraphernalia or any substance purported to be an unlawful drug, on or near district grounds or while participating in school-sponsored activities is prohibited and will result in disciplinary action. If a violation occurs near district grounds, disciplinary action may, at the discretion of the district, include removal from extracurricular activities and/or forfeiture of any school honors or privileges. If a violation occurs on district grounds, at school-sponsored activities or at any time the student was under the jurisdiction of the school, students will be subject to discipline up to and including expulsion or removal from any or all extracurricular activities and/or forfeiture of any school honors or privileges. A student may be referred to law enforcement at the discretion of district officials and in accordance with the law. Parents will be notified of all violations involving their student and subsequent action taken by the school. A referral to community resources and/or cessation programs designed to help the student overcome tobacco, alcohol or unlawful drug use may also be made. The cost of such programs are the individual responsibility of the parent and the private health-care system. Clothing, bags, hats and other personal items used to display, promote or advertise tobacco, alcohol or unlawful drugs are prohibited on district grounds, at school-sponsored activities and in district vehicles. Any person under age 18 possessing a tobacco product commits a Class D violation and is subject to a court-imposed fine, as provided by ORS 167.400. Any person who distributes, sells or causes to be sold, tobacco in any form or a tobacco-burning device, to a person under 18 years of age commits a Class A violation and is subject to a

court-imposed fine, provided by ORS 163.575. An unlawful drug is any drug as defined by the Controlled Substances Act including, but not limited to, marijuana, cocaine, opiates, amphetamines and phencyclidine (PCP). As used in this policy, unlawful drug also means possession, use, sale or supply of prescription and nonprescription drugs in violation of Board policy JHCD - Administering Noninjectable Medicines to Students, JHCDA - Administering Injectable Medicines to Students and any accompanying administrative regulations. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of school property is a Class A felony. Punishment is a maximum of 20 years of imprisonment, a fine or both, as provided by ORS 475.904.

Student Dress and Grooming: Board Policy JFCA

The Board encourages students to dress appropriately for classroom and school activities. Neat and clean appearance and clean clothing are highly desirable. The Board is aware that styles of dress and grooming change and this should not be regulated by school rule or edict. Parents and students are expected to exercise good judgment, taste in dress and grooming. "Good Taste" is that which a majority of reasonable people consider appropriate for the occasion. Decisions relating to dress and grooming are primarily the responsibility of parents and students. However, the district expects student dress and grooming to meet standards which ensure that the following conditions do not exist:

1. A student's dress and grooming shall not interfere with the learning process;
2. A student's dress shall not constitute a health or safety hazard to the student concerned or of other students. Students participating in extracurricular activities do so by choice, and as such, may be required by the coach or advisor to wear specific attire and may be restricted to certain types of grooming.

Miscellaneous Information

Deliveries: All items to be delivered to BHHS students will be held in the main office. During two consecutive passing periods, BHHS office staff will page the student(s) to come to the office to pick up the item(s). It is the student's responsibility to respond to the page and come to the office to get the delivered item. The school is not responsible for items unclaimed by the day's end.

Distribution of Materials/Posting Signs: If you would like to put up a poster advertising an event, or would like to place any sorts of announcements on the school property, you have to get administrative approval 24 hours in advance. For a complete explanation of this policy, see School Board policy KJA.

Drills: As required by state law BHHS will conduct fire, earthquake and tsunami drills throughout the school year. When the alarms are sounded, follow the directions of the staff, quickly, quietly, and in an orderly fashion.

Emergency School Closing: Due to an emergency or hazardous weather conditions, the superintendent may alter the school and transportation schedules in the interest of safety of students and staff. Such changes may include closing BHHS, delaying the opening of school, or early dismissal. In the event of an

emergency school schedule change, notification will be broadcast over the local radio stations.

Hall Passes: BHHS administration will present you with an agenda book at the beginning of the school year. This agenda book will help keep you organized, and will also be used as your hall pass. Be prepared to show it to any school employee who may ask to see it if you are in the hall during class time. If you are in the hallway during class time without a pass, you will be asked by staff to return to class to get your hall pass.

Field Trips: Field trips are scheduled for educational, cultural or other extracurricular purposes. All students who are participating in district-sponsored field trips are considered to be in school. Students must obtain appropriate permissions to participate, and parents must either purchase or show proof of insurance. Students are subject to all applicable conduct, school board or field trip supervisor policies while on the field trip.

Flag Salute: Students will be provided an opportunity to salute the United States flag at least weekly by reciting the Pledge of Allegiance.

Internet Access: Students will have access to worldwide communications through BHHS Internet and email systems. These systems are designed to expand student access to information and educational research. Prior to using these systems, students will be instructed on proper use and the laws and rules governing this use.

Library/Media Center: The library is open from 7:45 A.M. until 3:45 P.M. If you come to the library during class time, make sure you have your agenda book with you. Any BHHS student may borrow materials from the library for a two-week period unless a teacher has placed those materials on reserve. Overdue materials will be charged a fine of 5 cents per day. If a student loses or damages library materials, he or she will be charged a fee.

Lockers: BHHS students will be issued a locker at the beginning of the school year. If you have to change lockers, you have to get permission from the office. Senior lockers are located in the senior hallway and seniors may choose their own lockers. Lockers are provided for the convenience of students, but remain the property of BHHS. You may place temporary decorations inside, but obscene or materials deemed in poor taste will not be allowed. The contents of the lockers are your legal responsibility. It is your duty to make sure that your locker is locked and that your combination is not shared with anyone else. BHHS/District 17-C is not responsible for loss or damaged items. The district has the right to inspect lockers without prior notice if there is reason to believe that there are illegal, contraband or dangerous objects inside. Any illegal materials will be considered the property of the person to whom the locker was assigned.

Lost and Found: If you lose something, or suspect the theft of something, report it to the main office. Small items, like books and jewelry, when found, are turned in to the main office. For larger items, like coats and other clothing, contact the custodian. Any items not claimed by the end of the year will be donated to local non-profit organizations.

Lunch: The cafeteria and commons area are open for your dining pleasure. Every day at lunch the cafeteria will be open for 30 minutes. It is a Closed Campus for

freshmen and sophomores.. Only seniors will have Open Campus. Wednesday is a modified schedule day with students being released from school at 2:00 PM.

PDA: BHHS students demonstrate self-respect and self-control when it comes to public displays of affection. Hand-holding is permitted.

School Pictures: School pictures are taken at the beginning of the school year. BHHS expects all students to have their photos taken for school records. Students are not required to purchase their photos.

Student Body Card: All students are required to purchase a student body card. School pictures will be taken at the beginning of the school year. The Student Body Card serves as an ID card both here in school and in the community. Student body cards cost \$25.00.

Telephone: There is a telephone located outside of the main office for student use during non-instructional time. Incoming phone messages will be held in the office for distribution during passing periods. It is the student's responsibility to respond to the page to retrieve phone messages. The school is not responsible for messages that are not picked up by the day's end.

Textbooks: Students are responsible for any textbook that has been issued to them. If a student drops a class, the student is to return the textbook to the teacher who issued the textbook. If a textbook is damaged or lost while in the student's care, a fee will be assessed to replace the textbook.

HEALTH ISSUES

Medications: Students who are taking a prescribed medication should bring the medication in the original container with the prescription label indicating the doctor's orders to the office. Any medication not picked up by the parent within ten (10) school days of the medication period or the end of the school year, whichever occurs first, will be disposed of by the district.

Emergency Medical Treatment: If you become ill or are injured while at school, notify a staff member as soon as possible. In case of a serious condition, BHHS staff will attempt to notify parents according to information provided by the parents to us. Please keep this information up to date.

Insurance: District 17-C does **NOT** carry health or accident insurance on students. Any illness or injury at school is the parent/guardian's financial responsibility. As a service, we do make available several health/accident brochures for students. BHHS does not sell insurance or recommend carriers. Students who participate in athletics are required to have proof of insurance.

Required Annual Notice School Board Policies

Americans with Disabilities Act: School Board Policy ACA

The district, in compliance with the Americans with Disabilities Act of 1990 and the Americans with Disabilities Act Amendment Act of 2008 (ADA), is committed to maintaining employment practices, services, programs and activities that provide

equity to qualified individuals with disabilities. The district will provide reasonable accommodations for the known disabilities of all applicants and current employees in all employment application procedures; hiring, advancement or discharge; employee compensation; job training; other terms, conditions and privileges of employment upon request and advance notice. A reasonable accommodation must not present an undue hardship for the district, be unduly costly, extensive or disruptive; nor present a direct threat to the health or safety of the individual or others in the workplace. District services, programs and activities will be accessible and usable by qualified individuals with disabilities, consistent with Section 504 of the Rehabilitation Act of 1973 and the ADA. Accessibility may be achieved through nonstructural as well as structural methods. In order to achieve equal access, the district will make available appropriate auxiliary aids and services that promote effective communications. Primary consideration will be given to the request of individuals with disabilities in the selection of appropriate aids and services. Final determination will be made by the Board. Auxiliary aids and services determinations will be based on availability, effectiveness and financial or administrative burden to the district. The Board directs the superintendent to develop and implement an appropriate plan that provides for district compliance with the ADA, including the appointment of an ADA compliance officer and the establishment of a process for the investigation and prompt and equitable resolution of any complaint regarding noncompliance.

Section 504

Students The district recognizes its responsibility to provide a free, appropriate public education to students with disabilities under Section 504 of the Rehabilitation Act of 1973. Accordingly, no otherwise qualified individual with disabilities shall, solely by reason of his/her disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any district program or activity or those provided by the district through contractual or other arrangements. District aids, benefits and services will afford qualified students with disabilities equal opportunity to obtain the same result, gain the same benefit or reach the same level of achievement as students without disabilities in the most integrated setting appropriate to the student's needs. Programs and activities shall be accessible to and usable by individuals with disabilities as prescribed by law. A qualified individual with disabilities under Section 504 is an individual who has a physical or mental impairment 1 that substantially limits one or more major life activities 2 ; has a record of such an impairment; or is regarded as having such an impairment. In compliance with the provisions of Section 504, the district will: 1. Provide written assurance of nondiscrimination in accordance with application procedures whenever the district receives federal money; 2. Designate an employee to coordinate compliance with Section 504; 3. Provide procedures to resolve complaints of discrimination under Section 504; 4. Provide notice to students, parents, employees, including those with vision or hearing impairments, of the district's policy and compliance with law assuring nondiscrimination in admission or access to, or treatment, in district programs, activities or employment. Notice will be included in student/parent and staff handbooks and other materials as appropriate;

- 1 Impairments which may substantially limit major life activities, and without regard for the ameliorative effects of medication or aids/devices include, but are not limited to, chronic asthma and severe allergies, blindness or visual impairment, cancer, diabetes, deafness or hearing

impairment, heart disease, mental illness and conditions which may be episodic or in remission.

- 2 Major life activities, as defined by the Americans with Disabilities Act Amendments Act of 2008, include caring for one's self, walking, seeing, hearing, speaking, breathing, working, performing manual tasks, learning, eating, sleeping, standing, lifting, bending, reading, concentrating, thinking, communicating; and major bodily functions, including but not limited to, functions of the immune system, normal cell growth, digestive, bowel, bladder, neurological, brain, respiratory, circulatory, endocrine and reproductive functions. Section 504 – Students - JBAA 1-3

5. Annually identify and locate all Section 504 qualified students with disabilities in the district who are not receiving a free appropriate³, public education; 6. Ensure that tests and other evaluation materials have been validated, are administered by trained personnel, are tailored to assess educational need and are not based on IQ scores, and reflect what the tests purport to measure; 7. Provide nonacademic and extracurricular services⁴ and activities in such a manner as to afford students with disabilities an equal opportunity for participation in such services and activities; 8. Annually notify students with disabilities and their parents or guardians of the district's responsibilities under Section 504, including those with limited proficiency in English and those with vision or hearing impairments; 9. Provide parents or guardians with procedural safeguards, including notification of their right: a. To be notified in writing of any decisions made by the district concerning the identification, evaluation or educational placement of their student pursuant to Section 504. The district will request parental consent prior to conducting an evaluation of the student; b. To examine, copy and request amendments of the student's educational records; c. To request an impartial hearing, with opportunity for participation by the student's parents or guardian and representation by counsel regarding district decisions concerning identification, evaluation or educational placement of their student. A review procedure will be provided. Students identified as qualified individuals with disabilities under Section 504 shall be placed in the regular educational environment unless it is demonstrated by the district that the education of the student with the use of related aids and services in such a placement cannot be achieved satisfactorily. All placement decisions will be made by an evaluation team comprised of persons designated by the superintendent or designee, knowledgeable about the student, the meaning of the evaluation data and placement options. Students will be reevaluated periodically, but no less than every three years. Additionally, before implementing discipline that constitutes a significant change in the placement (i.e., expulsion, serial suspensions which exceed 10 school days in a school year, a series of suspensions each of which is 10 or fewer school days in duration but that creates a pattern of exclusion), the district shall conduct a reevaluation of the student to determine whether the misconduct in question is caused by the student's disability and, if so, whether the student's current educational placement is appropriate. ³Appropriate education means the provision of regular or special education and related aids and services that are designed to meet the student's individual educational needs as adequately as the needs of persons without disabilities are met and are based upon adherence to appropriate procedural requirements of 34 C.F.R. §§ 104.34 - 104.36 concerning educational setting, evaluation and placement and procedural safeguards. ⁴Nonacademic and extracurricular services and activities may include, but are not limited to, counseling services, transportation, health services, athletics, intramurals, clubs or organization activities, referrals to agencies which provide

assistance to persons with disabilities and employment of students, including both employment by the district and assistance by the district in making available outside employment. Section 504 – Students - JBAA 2-3 If it is determined that the misconduct of the student is caused by the disability, the district's team will continue the evaluation, following the requirements of Section 504 and the Americans with Disabilities Act of 1990 and Americans with Disabilities Act Amendments Act of 2008 (ADA) for evaluation and placement to determine whether the student's current educational placement is appropriate. Due process procedures that meet the requirements of the IDEA may be used to meet the pdesignated as directory information. The following directory information may be released to the public through appropriate procedures: 1. Student's name; 2. Student's address; 3. Student's telephone listing; 4. Student's electronic address; 5. Student's photograph; 6. Date and place of birth; 7. Major field of study; 8. Participation in officially recognized sports and activities; 9. Weight and height of athletic team members; 10. Dates of attendance; 11. Degrees or awards received; 12. Most recent previous school or program attended. Public Notice The district will give annual public notice to parents of students in attendance and students 18 years of age or emancipated. The notice shall identify the types of information considered to be directory information and the district's option to release such information and the requirement that the district must, by law, release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education, unless parents or eligible students request the district withhold this information. Such notice will be given prior to release of directory information. Directory Information** - JOA 1-2 Exclusions Exclusions from any or all directory categories named as directory information or release of information to military recruiters and/or institutions of higher education must be submitted in writing to the principal by the parent, student 18 years of age or emancipated student within 15 days of annual public notice. A parent or student 18 years of age or an emancipated student, may not opt out of directory information to prevent the district from disclosing or requiring a student to disclose their name , identifier, institutional email address in a class in which the student is enrolled or from requiring a student to disclose a student ID card or badge that exhibits information that has been properly designated directory information by the district in this policy. Directory information shall be released only with administrative direction. Directory information considered by the district to be detrimental will not be released. Information will not be given over the telephone except in health and safety emergencies. At no point will a student's Social Security Number or student identification number be considered directory information.

Education Records/Records of Students with Disabilities Management: School Board Policy IGBAB/JO-AR

1. Student Education Record Student education records are those records that are directly related to a student and maintained by the district, or by a party acting for the district; however, this does not include the following: a. Records of instructional, supervisory and administrative personnel and educational personnel ancillary to those persons that are kept in the sole possession of the maker of the record, used only as a personal memory aid, and are not accessible or revealed to any other person except a temporary substitute for the maker of the record; b. Records of the law enforcement unit of the district subject to the provisions of Oregon Administrative Rule (OAR) 581-021-0225; c. Records relating to an individual who is employed by the district that are made and maintained in the normal course of business, that relate exclusively to the individual in that individual's capacity as an

employee and that are not available for use for any other purpose. Records relating to an individual in attendance at the district who is employed as a result of his/her status as a student are education records and are not excepted under this section; d. Records on a student who is 18 years of age or older, or is attending an institution of postsecondary education, that are: (1) Made or maintained by a physician, psychiatrist, psychologist or other recognized professional or paraprofessional acting in his/her professional capacity or assisting in a paraprofessional capacity; (2) Made, maintained or used only in connection with treatment of the student; and (3) Disclosed only to individuals providing the treatment. For purposes of this definition, "treatment" does not include remedial educational activities or activities that are part of the program of instruction at the district. e. Records that only contain information relating to activities in which an individual engaged after he/she is no longer a student at the district; f. Medical or nursing records which are made or maintained separately and solely by a licensed health-care professional who is not employed by the district, and which are not used for education purposes or planning. The district shall keep and maintain a permanent record on each student which includes the: a. Name and address of educational agency or institution; b. Full legal name of the student; c. Student birth date and place of birth; d. Name of parents; e. Date of entry in school; f. Name of school previously attended; Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 1-10 g. Courses of study and marks received; h. Data documenting a student's progress toward achievement of state standards and must include a student's Oregon State Assessment results; i. Credits earned; j. Attendance; k. Date of withdrawal from school; and l. Such additional information as the district may prescribe. The district may also request the social security number of the student and will include the social security number on the permanent record only if the eligible student or parent complies with the request. The request shall include notification to the eligible student or the student's parent(s) that the provision of the social security number is voluntary and notification of the purpose for which the social security number will be used. The district shall retain permanent records in a minimum one-hour fire-safe place in the district, or keep a duplicate copy of the permanent records in a safe depository in another district location.

2. Confidentiality of Student Records a. The district shall keep confidential any record maintained on a student in accordance with OAR 581-021-0220 through 581-021-0430. b. Each district shall protect the confidentiality of personally identifiable information at collection, storage, disclosure and destruction stages. c. Each district shall identify one official to assume responsibility for ensuring the confidentiality of any personally identifiable information. d. All persons collecting or using personally identifiable information shall receive training or instruction on state policies and procedures.

3. Rights of Parents and Eligible Students The district shall annually notify parents and eligible students through the district student/parent handbook or any other means that are reasonably likely to inform the parents or eligible students of their rights. This notification shall state that the parent(s) or eligible student has a right to: a. Inspect and review the student's education records; b. Request the amendment of the student's education records to ensure that they are not inaccurate, misleading or otherwise in violation of the student's privacy or other rights; c. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the applicable state or federal law authorizes disclosure without consent; d. Pursuant to OAR 581-021-0410, file with the Family Policy Compliance Office, United States

Department of Education a complaint under 34 C.F.R. § 99.64 concerning alleged failures by the district to comply with the requirements of federal law; and e. Obtain a copy of the district policy with regard to student education records. The notification shall also inform parents or eligible students that the district forwards education records requested under OAR 581-021-0255. The notification shall also indicate where copies of the district policy are located and how copies may be obtained. Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 2-10 If the eligible student or the student's parent(s) has a primary or home language other than English, or has a disability, the district shall provide effective notice. These rights shall be given to either parent unless the district has been provided with specific written evidence that there is a court order, state statute or legally binding document relating to such matters as divorce, separation or custody that specifically revokes these rights. When a student becomes an eligible student, which is defined as a student who has reached 18 years of age or is attending only an institution of postsecondary education and is not enrolled in a secondary school, the rights accorded to, and the consent required of, the parents transfer from the parents to the student. Nothing prevents the district from giving students rights in addition to those given to parents.

4. Parent's or Eligible Student's Right to Inspect and Review The district shall permit an eligible student or student's parent(s) or a representative of a parent or eligible student, if authorized in writing by the eligible student or student's parent(s), to inspect and review the education records of the student, unless the education records of a student contain information on more than one student. In that case the eligible student or student's parent(s) may inspect, review or be informed of only the specific information about the student. The district shall comply with a request for access to records: a. Within a reasonable period of time and without unnecessary delay; b. For children with disabilities before any meeting regarding an IEP, or any due process hearing, or any resolution session related to a due process hearing; c. In no case more than 45 days after it has received the request. The district shall respond to reasonable requests for explanations and interpretations of the student's education record. The parent(s) or eligible student shall comply with the following procedure to inspect and review a student's education record: a. Provide a written, dated request to inspect a student's education record; and b. State the specific reason for requesting the inspection. The written request will be permanently added to the student's education record. The district shall not destroy any education record if there is an outstanding request to inspect and review the education record. While the district is not required to give an eligible student or student's parent(s) access to treatment records under the definition of "education records" in OAR 581-021-0220(6)(b)(D), the eligible student or student's parent(s) may, at his/her expense, have those records reviewed by a physician or other appropriate professional of his/her choice. Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 3-10 If an eligible student or student's parent(s) so requests, the district shall give the eligible student or student's parent(s) a copy of the student's education record. The district may recover a fee for providing a copy of the record, but only for the actual costs of reproducing the record unless the imposition of a fee effectively prevents a parent or eligible student from exercising the right to inspect and review the students educational records. The district may not charge a fee to search for or to retrieve the education records of a student. The district shall not provide the eligible student or student's parent(s) with a copy of test protocols, test questions and answers and other documents described in Oregon Revised Statutes (ORS) 192.501(4) unless authorized by federal law. The district will maintain a list of the types and locations

of education records maintained by the district and the titles and addresses of officials responsible for the records. Student's education records will be maintained at the school building at which the student is in attendance except for special education records which may be located at another designated location within the district. The administrator/principal or his/her designee shall be the person responsible for maintaining and releasing the education records.

5. Release of Personally Identifiable Information Personally identifiable information shall not be released without prior written consent of the eligible student or student's parent(s) except in the following cases:

a. The disclosure is to other school officials, including teachers, within the district who have a legitimate educational interest. As used in this section, "legitimate educational interest" means a district official employed by the district as an administrator, supervisor, instructor or staff support member; a person serving on a school board who need to review an educational record in order to fulfill his or her professional responsibilities, as delineated by their job description, contract or conditions of employment. Contractors, consultants, volunteers or other parties to whom an agency or institution has outsourced institutional services or functions may be considered a school official provided that party performs an institutional service or function for which the district would otherwise use employees, is under the direct control of the district with respect to the use and maintenance of education records, and is subject to district policies concerning the redisclosure of personally identifiable information. The district shall maintain, for public inspection, a listing of the names and positions of individuals within the district who have access to personally identifiable information with respect to students with disabilities.

b. The disclosure is to officials of another school within the district;

c. The disclosure is to authorized representatives of: The U.S. Comptroller General, U.S. Attorney General, U.S. Secretary of Education or state and local education authorities or the Oregon Secretary of State Audits Division in connection with an audit or evaluation of federal or state supported education programs, or the enforcement of or compliance with federal or state supported education programs, or the enforcement of or compliance with federal or state regulations. Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 4-10

d. The disclosure is in connection with financial aid for which the student has applied or which the student has received, if the information is necessary for such purposes as to: (1) Determine eligibility for the aid; (2) Determine the amount of the aid; (3) Determine the conditions for the aid; or (4) Enforce the terms and condition of the aid. As used in this section "financial aid" means any payment of funds provided to an individual that is conditioned on the individual's attendance at an educational agency or institution.

e. The disclosure is to organizations conducting studies for, or on behalf of, the district to: (1) Develop, validate or administer predictive tests; (2) Administer student aid programs; or (3) Improve instruction. The district may disclose information under this section only if disclosure is to an official listed in paragraph (c) above and who enters into a written agreement with the district that: (1) Specifies the purpose, scope and duration of the study and the inthe purpose of the study; (3) The study is conducted in a manner that does not permit personal identification of rocedural safeguards of law. If it is determined that the misconduct is not caused by the student's disability, the student may be excluded from school in the same manner as are similarly situated students who do not have disabilities. A student identified as a qualified individual with disabilities under Section 504, who is also covered by the Individuals with Disabilities Education Act, will be disciplined in accordance with Board policy JGDA/JGEA – Discipline of Disabled Students and accompanying administrative regulation. A

reevaluation will also be required before any other significant change in placement (i.e., transferring a student to alternative education, graduation from high school, significantly changing the composition of the student's class schedule, such as from regular education to the resource room, etc.).

Directory Information: School Board Policy JOA

Directory information means those items of personally identifiable information contained in a student education record which is not generally considered harmful or an invasion of privacy if released. The following categories are parents or students by individuals other than representatives of the organization; and (4) The information is destroyed when no longer needed for the purposes for which the study was conducted. For purposes of this section, the term "organization" includes, but is not limited to, federal, state and local agencies, and independent organizations. f. The district may disclose information under this section only if the disclosure is to an official listed in paragraph (c) above who is conducting an audit related to the enforcement of or compliance with federal or state legal requirements and who enters into a written agreement with the district that: (1) Designates the individual or entity as an authorized representative; (2) Specifies the personally identifiable information being disclosed; (3) Specifies the personally identifiable information being disclosed in the furtherance of an audit, evaluation or enforcement or compliance activity of the federal or state supported education programs; (4) Describes the activity with sufficient specificity to make clear it falls within the audit or evaluation exception; this must include a description of how the personally identifiable information will be used; (5) Requires information to be destroyed when no longer needed for the purpose for which the study was conducted; (6) Identifies the time period in which the personally identifiable information must be destroyed; and (7) Establishes policies and procedures which are consistent with FERPA and other federal and state confidentiality and privacy provisions to insure the protection of the personally identifiable information from further disclosure and unauthorized use. Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 5-10 g. The disclosure is to accrediting organizations to carry out their accrediting functions; h. The disclosure is to comply with a judicial order or lawfully issued subpoena. The district may disclose information under this section only if the district makes a reasonable effort to notify the eligible student or student's parent(s) of the order or subpoena in advance of compliance, unless an order or subpoena of a federal court or agency prohibits notification to the parent(s) or student; i. The disclosure is to comply with a judicial order or lawfully issued subpoena when the parent is a party to a court proceeding involving child abuse and neglect or dependency matters; j. The disclosure is to the parent(s) of a dependent student, as defined in Section 152 of the Internal Revenue Code of 1986; k. The disclosure is in connection with a health or safety emergency. The district shall disclose personally identifiable information from an education record to law enforcement, child protective services and health-care professionals, and other appropriate parties in connection with a health and safety emergency if knowledge of the information is necessary to protect the health and safety of the student or other individuals. If the district determines that there is an articulable and significant threat, the district will document the information available at that time of determination and the rationale basis for the determination for the disclosure of the information from the educational records. In making a determination whether a disclosure may be made under formation to be

disclosed; (2) Limits the organization to using the personally identifiable information only for the health or safety emergency, the district may take into account the totality of the circumstances pertaining to a threat to the health or safety of a student or other individuals. As used in this section a "health or safety emergency" includes, but is not limited to, law enforcement efforts to locate a child who may be a victim of kidnap, abduction or custodial interference and law enforcement or child protective services efforts to respond to a report of child abuse or neglect pursuant to applicable state law, or other such reasons that the district may in good faith determine a health or safety emergency; l. The disclosure is information the district has designated as "directory information" (See Board policy JOA – Directory Information); m. The disclosure is to the parent(s) of a student who is not an eligible student or to an eligible student; n. The disclosure is to officials of another school, school system, institution of postsecondary education, an education service district (ESD), state regional program or other educational agency that has requested the records and in which the student seeks or intends to enroll or is enrolled or in which the student receives services. The term "receives services" includes, but is not limited to, an evaluation or reevaluation for purposes of determining whether a student has a disability; o. The disclosure is to the Board during an executive session pursuant to ORS 332.061. The district will use reasonable methods to identify and authenticate the identity of the parents, students, school officials and any other parties to whom the district discloses personally identifiable information from educational records; p. The disclosure is to a caseworker or other representative, who has the right to access the student's case plan, of a state or local child welfare agency or tribal organization that are legally responsible for the care and protection of the student, provided the personally identifiable information will not be disclosed unless allowed by law.

Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 6-10 6. Record-Keeping Requirements The district shall maintain a record of each request for access to and each disclosure of personally identifiable information from the education records of each student. Exceptions to the record-keeping requirements shall include the parent, eligible student, school official or his/her assistant responsible for custody of the records and parties authorized by state and federal law for auditing purposes. The district shall maintain the record with the education records of the student as long as the records are maintained. For each request or disclosure the record must include: a. The party or parties who have requested or received personally identifiable information from the education records; and b. The legitimate interests the parties had in requesting or obtaining the information. The following parties may inspect the record of request for access and disclosure to a student's personally identifiable information: a. The parent(s) or eligible student; b. The school official or his/her assistants who are responsible for the custody of the records; c. Those parties authorized by state or federal law for purposes of auditing the record-keeping procedures of the district.

7. Request for Amendment of Student's Education Record If an eligible student or student's parent(s) believes the education records relating to the student contain information that is inaccurate, misleading or in violation of the student's rights of privacy or other rights, he/she may ask the building level principal where the record is maintained to amend the record. The principal shall decide, after consulting with the necessary staff, whether to amend the record as requested within a reasonable time after the request to amend has been made. The request to amend the student's education record shall become a permanent part of the student's education record. If the principal decides not to amend the record as requested, the eligible student or the student's parent(s) shall be informed of the decision and of

his/her right to appeal the decision by requesting a hearing. 8. Hearing Rights of Parents or Eligible Students If the building level principal decides not to amend the education record of a student as requested by the eligible student or the student's parent(s), the eligible student or student's parent(s) may request a formal hearing for the purpose of challenging information in the education record as inaccurate, misleading or in violation of the privacy or other rights of the student. The district shall appoint a hearings officer to conduct the formal hearing requested by the eligible student or student's parent. The hearing may be conducted by any individual, including an official of the district, who does not have a direct interest in the outcome of the hearing. The hearings officer will establish a date, time and location for the hearing, and give the student's parent or eligible student notice of date, time and Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 7-10 location reasonably in advance of the hearing. The hearing will be held within 10 working days of receiving the written or verbal request for the hearing. The hearings officer will convene and preside over a hearing panel consisting of: a. The principal or his/her designee; b. A member chosen by the eligible student or student's parent(s); and c. A disinterested, qualified third party appointed by the superintendent. The parent or eligible student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney. The hearing shall be private. Persons other than the student, parent, witnesses and counsel shall not be admitted. The hearings officer shall preside over the panel. The panel will hear evidence from the school staff and the eligible student or student's parent(s) to determine the point(s) hearing and submitted to all parties. If, as a result of the hearing, the panel decides that the information in the education record is not inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall inform the eligible student or the student's parent(s) of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the panel. If a statement is placed in an education record, the district will ensure that the statement: a. Is maintained as part of the student's records as long as the record or contested portion is maintained by the district; and b. Is disclosed by the district to any party to whom the student's records or the contested portion are disclosed. If, as a result of the hearing, the panel decides that the information is inaccurate, misleading or otherwise in violation of the privacy or other rights of the student, it shall: a. Amend the record accordingly; and b. Inform the eligible student or the student's parent(s) of the amendment in writing. 9. Duties and Responsibilities When Requesting Education Records The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, ESD, institution, agency, or detention facility or youth care center in which the student was formerly enrolled and shall request the student's education records. Education Records/Records of Students with Disabilities Management - IGBAB/JO-AR 8-10 10. Duties and Responsibilities When Transferring Education Records The district shall, transfer originals of all requested student education records, including any ESD records, relating to the particular student to the new educational agency when a request to transfer the education records is made to the district. The transfer shall be made no later than 10 days after receipt of the request. For students in substitute care programs, the transfer must take place within five days of a request. Readable copies of the following documents shall be retained: a. The student's permanent records, for one year; b. Such special education records as are necessary to document compliance with state and federal audits, for five years after the end of the school year in which the original was created. In the case of records documenting speech pathology and physical therapy services, until the student

reaches age 21 or 5 years after last seen, whichever is longer. Note: Education records shall not be withheld for student fees, fines and charges if requested in circumstances described in ORS 326.575 and applicable rules of the State Board of Education or such records are requested for use in the appropriate placement of a student.

Suspension: School Board Policy JGD

The Board authorizes student suspension for one or more of the following reasons: 1. Willful violation of school regulations; 2. Willful conduct which materially and substantially disrupts the rights of others to an education; 3. Willful conduct which endangers the student, other students or staff members; 4. Willful conduct which endangers school property. Each suspension will include a statement of the reasons for suspension, the length of the suspension and a plan for readmission. No suspension shall extend beyond 10 school days. The district may require a student to attend school during non-school hours as an alternative to suspension. Every reasonable and prompt effort must be made to notify the parents of suspended students. Students who are suspended may not attend after-school activities and athletic events, be present on district property without a parent, or participate in activities directed or sponsored by the district.

Administering Injectable Medicines to Students: School Board Policy JHCDA

In order to ensure the health and well-being of district students who require regular injections of medication or who may experience allergic reactions or suffer from hypoglycemia, or diabetes. Epinephrine, glucagon or other medication as prescribed by a physician and allowed under Oregon Law (OAR 851-047-0030) may be administered by means of injection to students by trained staff in situations when a licensed health care professional is not immediately available. When directed by a physician or other licensed health care professional students in grades K-12 will be allowed to self-administer medication. A Medical protocol regarding each student who self-administers injectable medication will be developed, signed by a physician or other licensed health care professional and kept on file. Permission for self-administered medication may be removed if the student violates policy or medical protocol. All requests for the district to administer injectable medication to a student shall be made by the parent in writing. Requests shall be accompanied by the physician's order for administering epinephrine, glucagon, or other medication as allowed by law. A prescription label will be deemed sufficient to meet the requirements for a physician's order for epinephrine, glucagon or other medication. The district may designate staff authorized to administer epinephrine and glucagon or other medication as allowed under Oregon law. Training shall be provided as required by law in accordance with approved protocols as established by Oregon Department of Human Services, Health Services. Staff designated to receive training shall also receive bloodborne pathogens training. A current first aid and CPR card will also be required. Injectable medication will be handled, stored, monitored, disposed of and records maintained in accordance with established district regulations governing administering noninjectable medicines to students. The superintendent will ensure student health management plans are developed as required by training protocols, maintained on file and pertinent health information is provided to district staff as appropriate. Such plans will include provisions for responding to emergency situations including those occurring during curricular and extracurricular activities held after regular school hours and on or off district property. of disagreement concerning the records.

Confidential conversations between a licensed employee or district counselor and a student shall not be part of the records hearing procedure. The eligible student or student's parent(s) has the right to insert written comments or explanations into the record regarding the disputed material. Such inserts shall remain in the education record as long as the education record or contested portion is maintained and exists. The panel shall make a determination after hearing the evidence and make its recommendation in writing within 10 working days following the close of the hearing. The panel will make a determination based solely on the evidence presented at the hearing and will include a summary of the evidence and the reason for the decision. The findings of the panel shall be rendered in writing not more than 10 working days following the close of the

Academic Achievement: School Board Policy JFC

The Board believes it is important that teachers have as much accurate knowledge of student achievement as possible to assess students' needs and growth; thus, a sharing of information among parent, teacher and student is essential. The district shall ensure that all students have the opportunity to demonstrate progress toward master of the knowledge and skills of the student's current grade level or course content level. Students who have not yet met or who exceed all of the standards at any grade level, will be offered additional services or alternative educational or public school options. The Board directs staff to follow these guidelines in measuring and determining student progress: 1. Parents and students will be informed at least annually, of their student's progress toward achieving the academic content standards, including but not limited to: a. Information on progress in each subject area to meet or exceed the academic content standards at the student's current grade level or course content level, including major goals used to determine the information; b. Specific evidence of student progress toward mastery of a continuum of academic knowledge and skills (academic content standards) of a subject area, upon request from a parent; c. Student scores on all state and local assessments indicating any of the requirements that have been waived for the district or the individual and time periods for the waiver; and d. Student progress toward completion of diploma requirements to parents of students in grades 9-12, including credits earned, demonstration of extended application and demonstration of the Essential Skills. 2. Parents will be alerted and conferred with as soon as possible when a student's performance or attitude becomes unsatisfactory or shows marked or sudden deterioration; 3. Grades and/or portfolio content assessment will be based upon academic performance and will not include student attitude or behavior. Grades will not be used for disciplinary purposes. Absenteeism or misconduct shall not be the sole criterion for the reduction of a student's grade. Behavior performance shall be reported separately; 4. At comparable levels, the school system will strive for consistency in grading and reporting except when this consistency is inappropriate for certain classes or certain students; 5. When no grades are given but the student is evaluated in terms of progress, the school staff also will provide a realistic appraisal of the student's standing in relation to his/her peers; Academic Achievement** - IK 1-2 6. The staff will take particular care to explain to parents the meaning of marks and symbols used to reflect student performance.

Compliance with Standards: School Board Policy LGA

The Board recognizes the need to comply with the educational standards as outlined by the State Board of Education. It is also recognized that a district may petition the State Superintendent of Public Instruction for a waiver of a specific standard. A petition shall specify the reason(s) the district is seeking the waiver and other relevant information. If it is determined the request conforms with the intent of the standards, the state superintendent shall recommend the waiver to the State Board of Education. The district will maintain a record of any waivers which have been requested by the district and approved by the State Board of Education. Procedures shall be developed whereby residents of the district or any parent of students attending school in the district may make an appeal or complaint alleging violation of a standard. The district shall also include a procedure for direct appeal to the State Superintendent of Public Instruction of an alleged standards violation.

Identification - Talented and Gifted: School Board Policy IGBBA

In order to serve academically talented and intellectually gifted students in grades K-12, the Board directs the superintendent to establish a written identification process. The process shall include as a minimum: 1. Behavioral, learning and/or performance information; 2. A nationally standardized mental ability test for assistance in identifying intellectually gifted students; 3. A nationally standardized academic achievement test for assistance in identifying academically talented students. Identified students shall score at or above the 97th percentile on these tests. Other students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted may be identified. The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.

Identification - Talented and Gifted Students Among Nontypical Populations: School Board Policy IGBBB

The district will make an effort to identify talented and gifted (TAG) students from special populations such as: 1. Ethnic minorities; 2. Economically disadvantaged; 3. Underachieving gifted; 4. Students with disabilities; 5. Culturally different. Careful selection of appropriate measures and a collection of behavioral or learning characteristics shall be used. The Board has established an appeals process for parents to utilize if they are dissatisfied with the identification process of their student for the district program for talented and gifted students and wish to request reconsideration.



The material covered within this student handbook is intended as a method of communication to students and parents regarding general district information, rules and procedures and is not intended to either enlarge or diminish any Board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such Board policy, administrative regulation or collective bargaining agreement. Any information contained in this student handbook is subject to unilateral revision or elimination from time to time without notice. No information in this document shall be viewed as an offer, expressed or implied or as a guarantee of any employment of any duration.

We have received and reviewed the 2015 ~ 2016 BHHS Student Handbook and agree to follow the rules as outlined therein.

Student Signature:

Parent Signature:

