

# Oregon City School District

## Code of Student Conduct



**2023-2024**

Text in green is updated from the prior version

# Important Phone Numbers for Students

If you need assistance beyond your school, the following offices and services of the Oregon City School District may be helpful:

Office of the Superintendent	.....	503-785-8432
Student Services	.....	503-785-8400
Transportation	.....	503-785-8540
OCS D Community Education	.....	503-785-8035
School-based Health Center	.....	503-785-8770
Clothes Closet (see school for referral)	.....	503-785-8035
Spanish Assistance Line	.....	503-732-8702
Russian Assistance Line	.....	503-732-5918
McKinney-Vento (housing loss/instability)	.....	503-785-8400
Community Resources	.....	.....211

## Hotline Numbers

All calls are anonymous and confidential.  
Hotlines are available 24 hours a day, 7 days a week.

**Have the courage to make the call!**

*If you are having **thoughts of suicide, feel depressed, are having personal problems or problems at home, or if you know someone who is, or if you just feel the need to talk anonymously to a counselor.***

### Clackamas County Crisis Line

503-655-8585

National Suicide Prevention Lifeline	.....	988
National Hopeline Network	.....	800-SUICIDE (784-2433)
ACCESS Crisis Hotline	.....	800-854-7771
Lifeline Crisis Chat	.....	text "START" to 741-741
Youthline	.....	Text: Teen2teen to 839863

*If you see or hear about **bullying, fighting, abuse, harassment, weapons, gangs or any other dangerous situation at school***

### [SafeOregon Safety](#) Hotline

844-472-3367 call/text ~or~ email [tip@safeoregon.com](mailto:tip@safeoregon.com)

*Other resources that may benefit you or someone you know*

Self-Harm Hotline	.....	800-DONT-OUT (366-8288)
Family Violence Helpline	.....	800-996-6228
American Association of Poison Control	.....	800-222-1222
Alcohol & Drug Dependency Help Line	.....	800-622-2255
National Crisis Line: Anorexia & Bulimia	.....	800-233-4357

# Oregon City School District

## Code of Student Conduct Principles & Community Agreements

### **Mission**

In partnership with home and community, OCS D empowers students to take ownership of their education and well-being by elevating their voices, and encouraging them to pursue their passions and explore new interests.

### **Vision**

We envision a future in which every student has the opportunity to pursue their aspirations and achieve success while learning in their own ways, and where school culture supports well-being and connection that enables every student to thrive.

### **Values**

**Student Success:** Every student has the opportunity to achieve their full potential academically, socially, and emotionally. We prioritize evidence-based instructional practices and personalized learning to ensure that every student is challenged and supported to reach their goals.

**Well-being:** We recognize that each student is unique and may require different supports to thrive. Therefore, we prioritize individualized care and attention to each student's needs. By creating a strong foundation for student well-being, we aim to help students develop the skills, confidence, and resilience they need to succeed both in school and beyond.

**Community:** Together we foster strong partnerships with families, community organizations, and local businesses to promote student success and community engagement. We recognize that education is a community endeavor and seek to collaborate with stakeholders to ensure that every student has the resources and support they need to thrive.

### **Safe and Welcoming Schools**

[Everyone is welcome in our schools](#) regardless of race, gender identity, sexuality, immigration status, country of origin, disability, or other factors. Everyone is entitled to academic success regardless of background or family circumstances and each student will be provided the necessary supports to ensure that success. Our discipline policies and practices are built around this commitment. In Oregon City, we value the contributions everyone makes to our learning community. We use multiple strategies and interventions to support students' academic engagement and utilize exclusionary discipline practices only when other strategies are not successful, or for serious violations of the student code of conduct. Our discipline practices focus on providing students with ongoing access to instruction, an opportunity to be held authentically accountable and the chance to learn from their mistakes.

## **Guiding Principles for Students, Staff and Families**

The Code of Conduct is based on three principles that articulate expectations for student and staff behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I always seek the most peaceful means of resolving conflict.
3. I obtain the assistance of school staff when I am unable to resolve conflicts and other problems on my own.
4. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

## **Student Right to Attend**

The Oregon City School District (OCSD) understands that I have the right to attend my neighborhood school. Only when my behavior significantly prevents others from learning or when I demonstrate that I am not yet ready to be a safe member of my school community will alternatives be explored for disciplinary reasons via the expulsion or IEP placement process.

## **Referrals and Suspension**

Office discipline referrals document student behavior. The purpose of a referral is simply to keep a record of what happened. There are two types of referrals: minors and majors. Minor referrals are typically handled by teachers and assistants. Schools use this information to understand more about our students individually as well as collectively. For example, if a student is receiving a lot of minor referrals for tardiness, they may need help getting themselves to class on time. If we're writing a lot of referrals for tardiness in general, we may need to fo a re-teaching for a class, grade or whole school about being on time.

Majors are typically processed by administrators or deans and document more serious incidents. Major incidents may result in suspensions (in or out of school) or expulsion. A staff member should contact home for every incident that results in a referral and all referrals are sent home. Letters regarding suspensions and expulsions are also sent home. A reentry process should be utilized after out of school suspensions and expulsions.

## **Complaints and Appeals**

[Refer to this policy and procedure \(KL\)](#) to appeal a disciplinary decision. Complaints begin with the teacher or staff member where the issue originated, proceed to the principal if unresolved, continue to the superintendent as necessary and a final decision is made by the board to resolve ongoing dissatisfaction.

## **Significant Revisions in this version include**

- New Mission, Vision and Values added
- Transportation expectations added
- Referrals and Suspension process added
- Attendance information added

## Attendance



**Your child's regular attendance in school encourages academic and social-emotional success. Together, families, educators, and community members can support a child's attendance and help each student stay on the path to success.**

It doesn't matter whether the absences are excused or unexcused -- each missed day represents missed learning time. Missed days add up quickly: When a student misses as few as two days a month, that's 10% of the school year. This increases the risk of academic and social-emotional struggles. (2 absences a month x by nine months = 18 days/10% of missed school days in a school year.)

### School + You = Success

Build Relationships	Plan Ahead	Ask For Help	Use Life Hacks
 <p>Students do best in a warm, safe and welcoming environment. We can all help by:</p> <ul style="list-style-type: none"><li>• Ensuring every student is connected with an adult within his or her school who can watch for issues and help with solutions.</li><li>• Helping students build relationships with classmates and peers.</li><li>• Planning for success by setting attendance goals and addressing possible obstacles in advance.</li></ul>	 <p>Things don't always go smoothly. Planning ahead can help be ready for issues with:</p> <ul style="list-style-type: none"><li>• Transportation (Explore carpool, bus, safe walk/bike options.)</li><li>• After school pick-up and care (Have a back-up!)</li></ul>	 <p>Visit <a href="http://211info.org">211info.org</a> to learn about local community resources, or ask your school for suggestions.</p> <ul style="list-style-type: none"><li>• Shelter, food, clothing</li><li>• Health issues</li><li>• Acute or chronic illness</li><li>• Mental health services</li><li>• Behavioral support</li><li>• Oral (mouth and teeth) health</li></ul>	 <p>Work on household routines to make it easier to get out the door. Find tips for the following at <a href="http://Every-Day-Matters.org">Every-Day-Matters.org</a>:</p> <ul style="list-style-type: none"><li>• Evening routines</li><li>• Homework help</li><li>• Getting ready</li><li>• Planning for the day</li></ul>

## Rights and Responsibilities

Each of us have rights and responsibilities as members of the Oregon City Public Schools community. Some of the districtwide rights and responsibilities include the following; your school may have additional expectations.

### STUDENTS have the right to:

- Learn in an orderly, safe and welcoming learning environment that values diversity, equity and inclusion.
- Be treated with dignity, courtesy and respect.
- Have a quality education with clear, challenging learning goals.
- Receive recognition for being respectful, safe, and responsible.
- Receive culturally responsive behavioral intervention and support when conduct does not meet expectations.

- Have equal access to classes, services, and extracurricular activities.
- Receive an equitable treatment in the enforcement of school rules and due process.
- Receive help in the classroom and support from the school as a whole.
- Reconcile a wrong and have a second chance to exhibit respectful and responsible behavior

**STUDENTS have the responsibility to:**

- Model positive behavior and be an active leader of school culture.
- Treat teachers, administrators, staff, other students, themselves, and property with respect.
- Take responsibility for their learning & behavior, hold themselves to high standards of achievement & conduct.
- Follow school and classroom expectations and rules.
- Come to school every day, on time, and ready to learn as participating members of the school community.
- Comply with appropriate requests from school staff.
- Participate in problem-solving of individual and school concerns.
- Report serious violations of safety and security to school staff.
- Practice self-discipline.

**FAMILIES have the right to:**

- Send their child to an orderly, safe and welcoming school environment.
- Receive translation and interpretation supports in the language parents prefer.
- Be treated with dignity, courtesy and respect.
- Be informed of their child's academic progress, attendance, and behavior concerns in a timely manner.
- Participate in problem-solving discussions about their child and the expectations of their school as the expert on their child's needs.
- Receive information and support from school staff about ways to improve their child's academic or behavioral progress including, but not limited to the following: counseling, after-school and academic programs, and mental health services.
- Schedule conferences or classroom visits with teachers, principals, and other school staff.
- Bring concerns to the attention of school authorities.
- Challenge disciplinary action through the process outlined in this document.

**FAMILIES have the responsibility to:**

- Encourage their child to understand their culture and learn about other cultures.
- Model positive, safe and kind school behavior in their interactions with school personnel.
- Hold their child to high standards of achievement and conduct; encourage and praise their child's accomplishments.
- Ensure their child attends school daily, on time, and ready to learn.
- Take responsibility for the behavior of their child as determined by law, community practice, and school expectations.
- Provide their child, to the best of their ability, space and additional supports to complete their homework or allow participation in after-school programs that permit the completion of homework.
- Report and discuss any child behavior concerns or needs with a staff member and/or administrator; participate in problem-solving for their child and the school.
- Discuss discipline incident reports with their child & focusing on how to make safe, responsible and kind choices.
- Provide verbal or written explanations for child absences or tardiness and attend parent conferences.
- Provide updated contact information in a timely manner.

**STAFF have the right to:**

- Work in an orderly, safe and welcoming environment
- Be treated with dignity, courtesy and respect.

- Review and enforce code of conduct violations in cooperation with students, parents/guardians, and administrators.
- Feel safe, engaged, and continuously supported with professional development as successful and culturally sustaining educators.
- Receive the necessary resources to deliver quality instruction.

**STAFF have the responsibility to:**

- Create a welcoming school environment for teachers, students, and families.
- Create a culturally responsive environment by learning about and elevating other cultures in the school community as well as sharing their own.
- Model professional standards of behavior, including ensuring student interactions are respectful & caring.
- Maintain high expectations for all students.
- Attend work regularly, be punctual, & use well-planned, creative, and engaging instructional plans every day.
- Engage students in defining classroom-specific expectations & rules that elaborate on district and school expectations.
- Teach expectations early each school year and review them with students throughout the school year, including an orientation process for new students.
- Collaborate with their teams and the full staff in developing and implementing school and classroom plans.
- Utilize responses that address the needs of the students who do not meet student conduct expectations, those people directly affected by the behavior, and the school community.
- Communicate regularly with the families of their students in a manner that attends to the families' communication needs and best interests of the students.
- Identify students who are struggling with academic, attendance, or behavior issues and participate in problem-solving to resolve those issues.
- Provide makeup work for students with excused absences, including those students who are absent for disciplinary reasons.

**ADMINISTRATORS have the right to:**

- Work in an orderly and safe environment.
- Be treated with dignity, courtesy and respect.
- Receive cooperation from students and parents/ guardians.
- Receive direction, support, and ongoing training from the district office.
- Set high expectations for implementing equitable discipline practices and quality academic standards.
- Receive the cooperation and support of school staff in serving as the school's educational leader.

**ADMINISTRATORS have the responsibility to:**

- Provide positive feedback to students and staff and consult with families of students who are conducting themselves in a manner contrary to the policy and school expectations.
- Provide culturally sustaining leadership, address racism among students and staff to ensure a culture of acceptance, inclusion and dignity among the diverse groups within the school.
- Maintain high expectations for all students.
- Encourage student leadership that promotes the school's expectations and culture.
- Implement strategies to ensure a sense of shared leadership and community among school staff.
- Model positive behavior, including practicing fairness and equity.
- Use an equity lens in all problem-solving and decision making.
- Provide leadership to ensure full implementation of the schoolwide PBIS plan & response continuum
- Consistently support improved teaching practices and ensure staff have valuable, ongoing professional development opportunities.
- Ensure that school staff, students, and families know how to bring forward concerns and suggestions; and ensure that a process exists for responding to them.
- Ensure that students are referred to the appropriate committees, departments, offices, divisions, agencies, and organizations when outside support is necessary.

## **Dress & Clothing Expectations**

The decision for student dress and grooming rests primarily with the student and their parents or guardians. A student's attire or grooming should not be grounds for exclusion from his or her participation in school classes or programs or in school-related activities. If, however, the attire or grooming of a student poses a threat to the health or safety of any other person, the appropriate solution as stated in the Code of Conduct will be followed. School-directed changes to a student's attire or grooming should be the least restrictive and disruptive to the student's school day. Any school dress code enforcement actions should minimize the potential loss of educational time.

Students have the **RIGHT** to:

- Dress and groom as they choose consistent with the goals and purposes of the educational environment.
- Expect that staff will address concerns about student dress in a manner that maintains the student's dignity and respects their family culture.
- Expect that they will not be discriminated against for hairstyles "historically associated with race, including but not limited to natural hair, hair texture, hair type, and protective hairstyles." See [The Crown Act](#) for more information.

Students have the **RESPONSIBILITY** to:

- Wear clothing suitable for all scheduled classroom activities including physical education, science labs, woodshop, and other activities to ensure that health and safety is maintained for all.
- Dress, groom and maintain hygiene so that the educational environment is not disrupted.
- Ensure their clothing covers private body parts *at all times*.

**PROHIBITED** items include:

- Any items which promote weapons and/or violence. *Additionally see "Gangs" in the Code of Conduct Glossary.*
- Clothing, jewelry or tattoos that depicts, advertises, promotes or implies the use of alcohol, tobacco, marijuana or other controlled substances. *(see Alcohol / Drugs / Tobacco)*
- Clothing jewelry or tattoos that displays sexual images or content. *(see Harassment)*
- Clothing, jewelry or tattoos which depicts hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups or otherwise violates the Every Student Belongs rule *(see Bias Behavior)*.

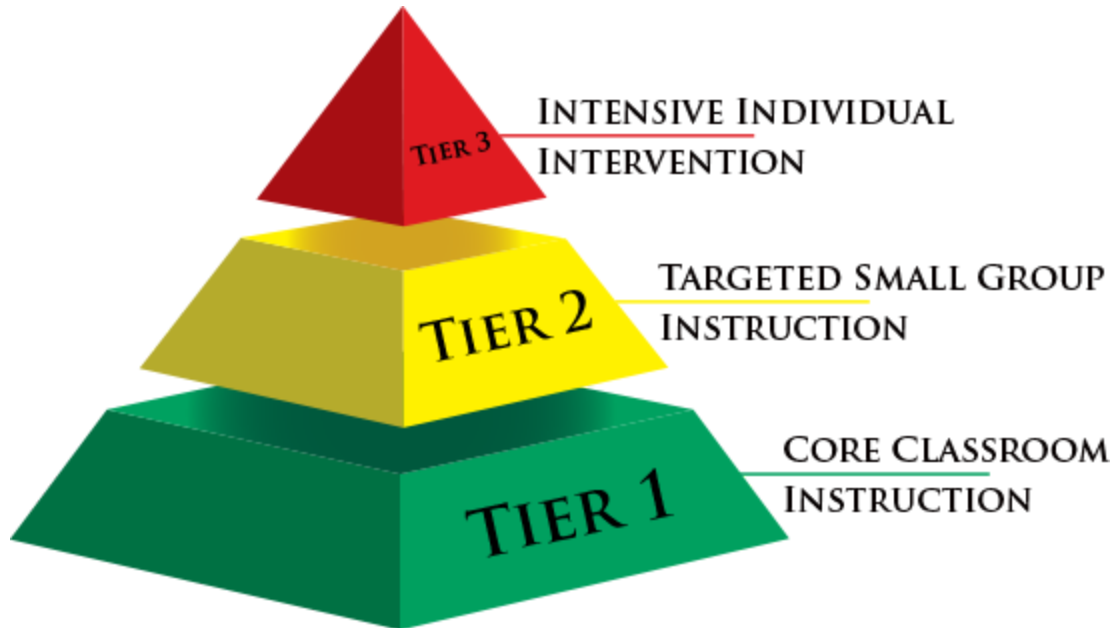
Policy: [JFCG/JFCH/JFCI/ACB](#)



## PBIS and Restorative Practices

Oregon City School District Utilizes Positive Behavior Interventions and Supports and Restorative Practices to build community, prevent disruptive behavior and respond to behavioral issues in order to ensure all students are safe, welcomed and have the opportunity to learn at high levels.

### Positive Behavior Interventions and Supports



Positive Behavior Interventions and Support (PBIS) is an evidenced-based approach to school-wide discipline that is used all over the world. The goal of PBIS is to maximize academic engagement and establish a positive school climate by preventing the development and establishment of problem behaviors. All students receive Tier 1 supports which include teaching expectations, building community and problem solving. Some students need and receive targeted group intervention and support which might be a Check In-Check Out system, reteaching and practice of expectations and/or small group instruction. A few students need individualized support which might include behavior plans, specially designed instruction and other interventions.

Big ideas of PBIS include:

- **Prevention:** An emphasis is on defining, teaching and supporting appropriate behaviors. The environment is arranged to prevent the occurrence of problem behaviors.
- **Instruction:** Staff explicitly teaches and encourages pro-social skills and behaviors in both classroom and non-classroom settings.
- **Data:** Decision making and problem solving are based on an analysis of the data.
- **Interventions:** When a student is unresponsive to school-wide efforts to promote appropriate behaviors, a continuum of behavior and academic interventions and supports are available from Tier 1 through Tier 3.
- **Team-based leadership:** A team of school staff evaluate the implementation of PBIS, analyze data to identify school-wide patterns and problem solve.
- **Systems approach:** Systems are established to ensure the implementation of best practices by all staff members. PBIS is a multi-level system that supports the needs of ALL children.

The critical components are:

- **Clear Expectations:** Rules/expectations are clearly defined and publicly posted.

- **Explicitly Taught**: A lesson schedule is developed to ensure that expectations for all areas are taught and re-taught to all students throughout the year.
- **Reinforcement System**: A reward and recognition system is in place to intentionally encourage positive and appropriate behaviors.
- **Consequences**: A continuum of discipline guidance is used by staff to respond to inappropriate behaviors.
- **Data Collection**: Data is used to evaluate both the implementation of PBIS and student behavior. Decisions are based on our analysis of the data.

## **Restorative Practices in School**

Restorative Practices in School focus on the harm to relationships discipline incidents cause rather than the rules that were broken. When restorative practices are fully implemented, a strong sense of community is developed and students are held authentically accountable to their community when things go wrong.

In OCSD, we believe these four principles are central to Restorative Practices in our schools:

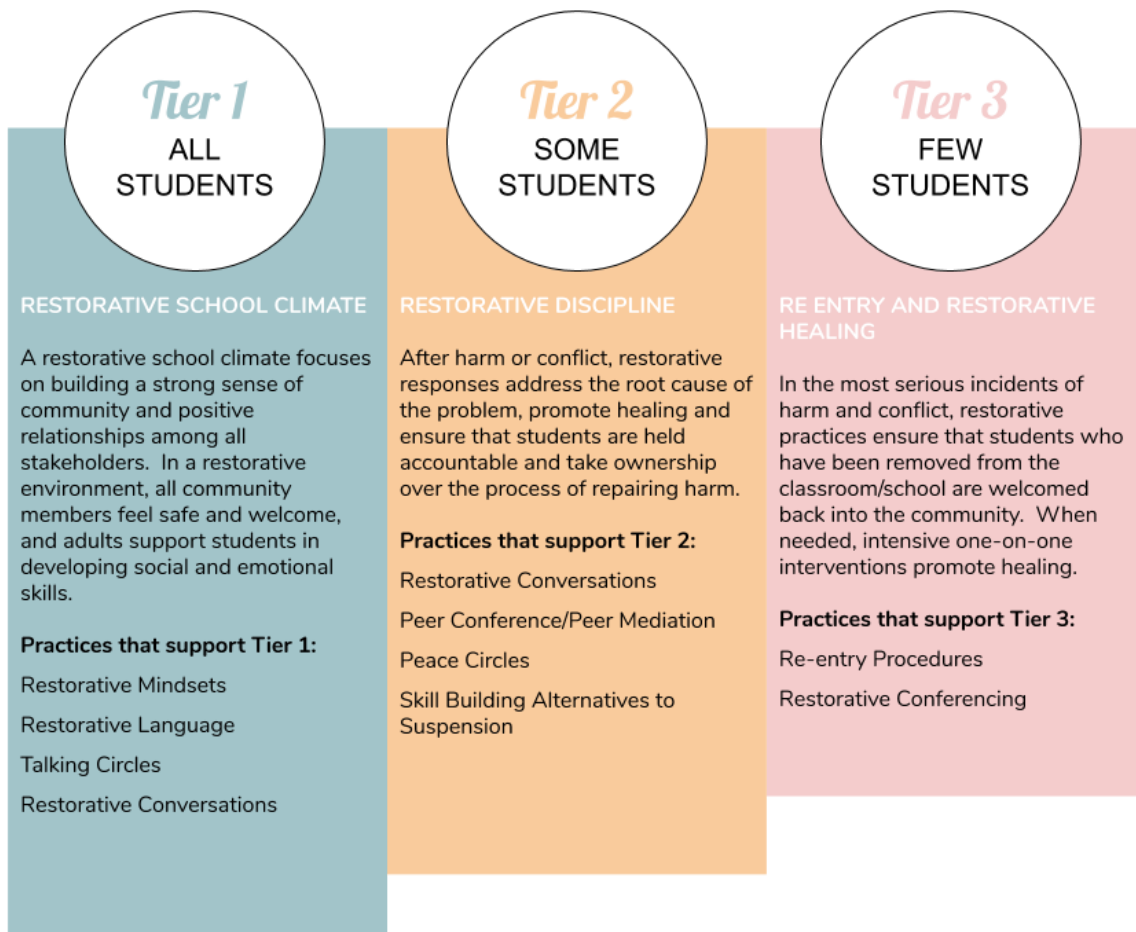
- A school is a COMMUNITY. Relationships are the heart of our school communities, and we must work diligently to build, strengthen, and restore these relationships. This means we must first use Restorative Practices pro-actively by providing all members of the community with voice, respect, significance, and acceptance. While we often focus on how to respond after harm is done, we cannot “restore” a community when the community was not built in the first place.
- Students need SOCIAL & EMOTIONAL LEARNING to succeed in school, college, career, and life. Our schools and our disciplinary systems must intentionally teach students self-awareness, self-management, social awareness, relationship skills, and responsible decision making. These skills are shown to improve students’ prosocial behaviors, reduce emotional distress, prevent conduct problems, and contribute to higher academic achievement. Social and emotional skills are also critical for adults to build trusting relationships with each other and with students that allow them to engage in Restorative Practices.
- ACCOUNTABILITY is achieved when someone understands the impact of their actions, takes responsibility for choices, and works to repair harm done. Adults help students hold themselves accountable by both setting high expectations **and** providing high levels of support. This is achieved when educators do things *with* students—not *to* them or *for* them. Restorative Practices do not eliminate consequences; they promote consequences that hold students deeply accountable for repairing and learning from the impact of their actions.
- When someone does something that harms their community, the goal of an effective response is to HEAL AND REPAIR HARM. In order to do so, it is essential to identify the needs of all parties involved and provide them with opportunities to voice those needs. Actions taken in response to harm must address these needs and the root cause of any behavior incident or conflict, rebuild impacted relationships and communities, and provide opportunities for people to reflect on, heal, fix, and learn from their actions.

## Fundamental Restorative Practices

1. **Restorative Mindset:** A focus on relationships & community, mutual accountability, welcoming of multiple perspectives, resolution of conflict through dialogue
2. **Restorative Language:** Affective statements including “I statements” and Nonviolent Communication (NVC) strategies; empathetic listening, restorative questions.
  - a. **Restorative Questions:** A way of asking about behavior that focuses on harm (“Who was affected by what happened?”) and an essential component of more formal restorative practices.
3. **Circles:** Proactive/talking circles for community and relationship building and responsive/peace circles for resolving behavioral issues.
4. **Classroom Practices:** Daily practices and disciplinary responses that build community, develop strong relationships, provide opportunities for self reflection, and utilize conflict resolution.
5. **Restorative Conferences:** A structured meeting between victims, offenders and community members (including family at times) in which consequences for serious behavioral incidents are faced, accountability is established and necessary repair work is begun.

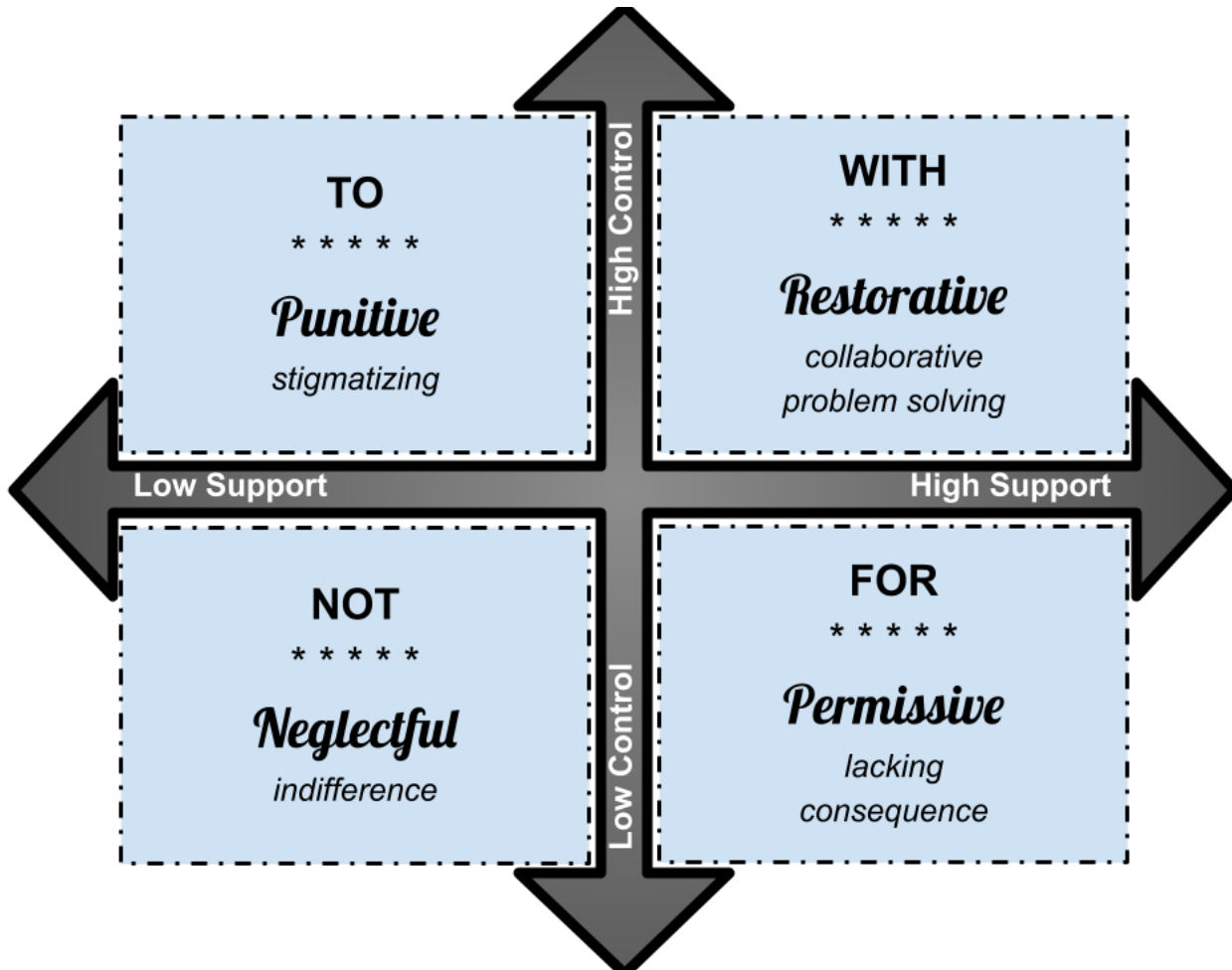
### Tiered Restorative Practices

There are several tiers of restorative practices in schools that are both proactive and reactive and align with Positive Behavior Supports and Interventions.



## The Social Discipline Window

Discipline is often understood as existing on a spectrum. On one side of the spectrum is permissiveness, on the other side is harsh punitive discipline. However, it is more accurate to view discipline as more complex than that. The Social Discipline Window demonstrates how the most effective discipline responses are those that are practiced WITH students (rather than TO or FOR) yielding both high control and high support. This is the intention behind restorative practices.



## Reentry Process

Reentry is the process of reintegrating students after they have been out of school for disciplinary reasons. Reentry meetings typically occur following an out of school suspension, before the end of an expulsion or when a student is returning to their home school after being placed elsewhere through a special education process or through the juvenile justice system. Reentry meetings should also be used when a student returns to school after a period of truancy.

Reentry Meetings should include:

- Discussing student strengths
- Reviewing school concerns and problematic behavior
- Reviewing student concerns
- A plan of support to address concerns and avoid future exclusionary discipline.

## Punitive vs. Restorative Discipline

This chart illustrates some of the key differences between punitive and restorative discipline.

	<b>PUNITIVE</b>	<b>RESTORATIVE</b>
MISBEHAVIOR IS DEFINED AS...	Breaking school rules, disobeying authority	Harm done to one person/group by another
PROCESS RELIES ON...	Authority figure establishing what rules are broken and who's to blame	Everyone working to problem solve, build relationships and achieve a mutually-desired outcome
ACCOUNTABILITY DEFINED AS...	Receiving punishment	Understanding the impact of actions, taking responsibility for choices, suggesting ways to repair harm and restore community
GOAL OF THE RESPONSE...	Pain or unpleasantness to deter/prevent	Meaningful restitution to reconcile and acknowledge responsibility for choices
EFFECTS OF THE RESPONSE...	Short term - behaviors often stop in the moment but return once the punishment is over	Long term - students learn critical social and emotional skills that serve them in college, career and life

Restorative Practices require RESTORATIVE SYSTEMS AND MINDSETS. We must align our school policies, procedures, and culture to a restorative philosophy that values every member of the community. This includes how we intentionally build a positive school climate, how we respond to disciplinary infractions, how we engage students in the classroom, and how we speak to and interact with one another. Restorative Practices are not a quick fix to student behaviors or disciplinary issues, but rather a school culture focused on relationships and high levels of support to create long-term impact.

(adapted from Chicago Public Schools Restorative Practices Guide and Toolkit)

## Every Student Belongs and Bias Incident Response

# Respond to Bias Incidents

### Immediate Response

- Assess the physical and emotional safety of those involved.
- Determine what type of response aligns best with district policy and maintains your safety and the well-being of others involved.
- Identify and prioritize healing-centered, trauma-informed, strengths-based, racial equity/anti-racism approaches for information gathering and problem solving.



The Every Student Belongs rule, [OAR 581-022-2312](#), prohibits the use or display of any noose, swastika, or confederate flag on school grounds or in any program, service, school, or activity where the program, service, school, or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly except where used in teaching curriculum that is aligned with the Oregon State Standards. Staff: Refer to the [OCSD Bias Incident Response Guidance](#) and the [Bias Incident Response Form as needed](#).

## Transportation Expectations

OCSD adheres to [OAR 58-1053-0010](#) “Rules Governing Pupils Riding School Buses and School Activity Vehicles”.

Board Policy [EEACC](#); Administrative Rule [EEACC-AR](#)

<b>Safe</b>	<b>Respectful</b>	<b>Responsible</b>
Keep hands and feet to yourself (no fighting, wrestling or roughhousing) waiting for the bus, on the bus and after exiting the bus	Follow the bus driver’s directions	Be on time in the morning and afternoon - 5 minutes before pick up time.
Only use the emergency exits during an emergency.	Sit in the assigned seat and keep out of the aisle.	Get written permission through the school’s front office to change bus drop off or pick up.
Bring school appropriate items only (no animals, weapons, skateboards, laser pointers, aerosol cans or other potentially hazardous material or balloons)	Use indoor voice and appropriate language (no yelling, cursing or vulgar language)	Keep the bus clean and damage free.
Stay seated when the bus is moving	Ask for permission to open or close windows	Enter, exit and ride the bus without disturbing traffic
Cross in front of the bus or as directed by the driver. Wait for the driver to signal before crossing.	Treat the drivers, other passengers and community members with courtesy and kindness	Keep food put away on (the bus). Keep water in spill proof containers only.
Keep arms, hands and head inside the bus	Wait for the bus without disturbing neighbors .Stay on public property (and off private property)	Keep Bus stop clean Leave others property alone ex. Flowers, shrubs, rocks.
Wait to enter the bus until signaled by the driver.	Walk do not run	Help younger students/ siblings
Stay on the sidewalk or curb out of the road while waiting at the bus stop.		

**Students who do not obey the directions of the driver or the transportation expectations may lose the privilege of riding the bus.**

## Levels of Response Definitions

### Determining the Disciplinary Response

The Code of Student Conduct is intended to provide guidance to school staff in addressing student discipline issues in order to align practice within and across OCSD schools (including addressing historically inequitable outcomes for various student groups). In determining how to best address inappropriate behavior, it is necessary to evaluate all of the circumstances surrounding the conduct.

*The following facts must be considered prior to determining the appropriate disciplinary measures:*

- The student’s age, skill level, cultural background, and maturity;
- The student’s disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- The nature, severity and scope of the student’s behavior;
- Who, how and to what degree harm was done (including how the harmed individual(s) will be involved);
- The circumstances/context in which the student’s behavior occurred;
- The frequency and duration of the discipline incident;
- The number of persons involved in the discipline incident;
- The social emotional status/needs of all persons involved in the behavior;
- The student’s IEP ([Procedural Safeguards](#)), BSP, and/or 504 Accommodation Plan, if applicable.

Level	Several potential options are listed below; not all may be appropriate depending on the circumstance.	
<b>1</b>	<p><b><i>Classroom Managed</i></b>  <i>These interventions aim to address behavior, teach skills and restore relationships so that students learn and demonstrate safe and respectful behavior. Teachers implement a variety of teaching and classroom management strategies. Behavior expectations are explicitly taught &amp; retaught at intervals &amp; reinforced.</i></p>	
	<ul style="list-style-type: none"> <li>● Classroom system of positive reinforcement</li> <li>● Reteaching, reminder, redirection</li> <li>● Proximity</li> <li>● Seat change</li> <li>● Verbal / Nonverbal correction</li> <li>● Written reflection, problem solving or apology</li> <li>● Device check in</li> <li>● Parent contact</li> </ul>	<ul style="list-style-type: none"> <li>● Talking circle</li> <li>● Teacher/student conference</li> <li>● Parent or guardian conference</li> <li>● Daily progress sheet on behavior</li> <li>● Buddy teacher system</li> <li>● De-escalation strategies (e.g., mindfulness, reflection break)</li> <li>● Restorative conversation</li> </ul>
<b>2</b>	<p><b><i>Classroom Managed / Office Managed</i></b>  <i>These interventions, in partnership with school administrators and support staff, aim to address behavior, teach skills and restore relationships by stressing the impact of the behavior and how to make it right while maintaining access to instruction. Teaming between staff (certified, counselors, classified and/or admin) is strongly encouraged. See your school’s documentation for classroom managed vs. office managed behaviors.</i></p>	
	<ul style="list-style-type: none"> <li>● Parent or guardian notification required</li> <li>● Change in schedule or class</li> <li>● Restorative conversation</li> <li>● Peer mediation</li> <li>● Conflict resolution</li> <li>● Assignment of work projects</li> <li>● Student / teacher / admin / parent conference</li> <li>● Restitution (monetary or service-based)</li> <li>● Discussion with appropriate administrator</li> </ul>	<ul style="list-style-type: none"> <li>● Use of Behavior Problem Solving Sheet</li> <li>● Talking circle</li> <li>● Informal Behavior Plan</li> <li>● Loss of privileges related to offense</li> <li>● Detention (lunch/recess, after school w/ parent notification)</li> <li>● Teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc)</li> <li>● Safety/supervision plan</li> <li>● Consultation with IEP/504 team when applicable</li> </ul>



<p><b>3</b></p>	<p><b>Office Managed</b>  <i>These interventions may involve the removal of a student from the classroom environment for up to three days because of the severity of the behavior. The duration of the in-school suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Administrators and counselors team with other staff in decision-making &amp; problem-solving whenever possible. Restoration, skill building &amp; sanctions/consequences are all components of office managed responses to behavior. (Refer to ORS 339.250(2)(d) for K-5 students.) See your school's documentation for classroom managed vs. office managed behaviors.</i></p>	
	<ul style="list-style-type: none"> <li>● Parent or guardian notification required</li> <li>● Restorative practice methods, including restorative conversations, formal conferencing or community conferencing by a trained adult, peace circle</li> <li>● Development of or revision to student/behavior support plan</li> <li>● Behavior Agreement (contract)</li> <li>● Safety/Supervision plan</li> <li>● Utilize teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc)</li> <li>● Notify case manager / counselor / specialist as appropriate</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to an appropriate community organization (e.g., mentoring programs)</li> <li>● In school suspension</li> <li>● Referral to substance abuse counseling if applicable</li> <li>● Compliance with IDEA/504 for students with disabilities:</li> <li>● Ensure Child Find obligations are fulfilled</li> <li>● Development of Functional Behavior Assessment and Behavior Support Plan</li> <li>● IEP team or 504 team meet for manifestation determination</li> <li>● Revision to IEP or 504 plan as needed</li> </ul>
<p><b>4</b></p>	<p><b>Office Managed / District Managed</b>  <i>These interventions might involve the removal of a student from the school environment for a period ranging between one and five school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. (Refer to ORS 339.250(2)(d) for K-5 students.) Teaming (district office staff, classroom teachers, support staff, parent/guardians, outside agencies, etc) for students with severe behavioral issues/incidents is a necessity. Restoration, skill building &amp; sanctions/consequences are all important components of a thorough response to behavior. See your school's documentation for classroom managed vs. office managed behaviors.</i></p>	
	<ul style="list-style-type: none"> <li>● Parent or guardian notification required</li> <li>● Restorative practice methods, including restorative conversations, formal conferencing or community conferencing by a trained adult, peace circle</li> <li>● Development of or revision to student support team plan</li> <li>● Safety and/or supervision plan</li> <li>● Use of Behavior Problem Solving Sheet</li> <li>● Development of brief behavior support plan</li> <li>● In or out of school suspension (1 to 5 days)</li> <li>● Reentry meeting</li> </ul>	<ul style="list-style-type: none"> <li>● Referral to substance abuse counseling if applicable</li> <li>● Referral to appropriate community organization (e.g., mentoring programs)</li> <li>● Compliance with IDEA/504 for students with disabilities:</li> <li>● Ensure Child Find obligations are fulfilled</li> <li>● Development of Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP)</li> <li>● IEP team or 504 team meet for manifestation determination</li> <li>● Revision to IEP or 504 plan as needed</li> </ul>
<p><b>5</b></p>	<p><b>District Managed</b>  <i>These interventions might involve the removal of a student from the school environment because of the severity of the behavior and focus on maintaining the safety of the school community to end behavior that is harmful to the student or others. The duration of an extended suspension or expulsion will be limited to the least amount of time necessary to adequately address the behavior. (Refer to ORS 339.250(2)(d) for K-5 students.) Teaming (district office staff, classroom teachers, support staff, parents/guardians, outside agencies, etc) around students with severe behavioral issues is a necessity. Restoration, skill building and sanctions/consequences are all important components of a thorough response to behavior.</i></p>	
	<ul style="list-style-type: none"> <li>● Parent or guardian notification required</li> <li>● Ongoing restorative practice methods as needed including formal conferencing by trained adult</li> <li>● Development of or revision to student support team plan</li> <li>● Safety/Supervision Plan</li> <li>● Utilize teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc)</li> <li>● Referral to substance abuse counseling</li> <li>● In or out of School suspension (5-10 days)</li> </ul>	<ul style="list-style-type: none"> <li>● Reentry meeting</li> <li>● Abeyance agreement</li> <li>● Expulsion (serious behavioral infractions)</li> <li>● Compliance with IDEA/504 for students with disabilities:</li> <li>● Ensure Child Find obligations are fulfilled</li> <li>● Development of Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP)</li> <li>● IEP team or 504 team meet for manifestation determination</li> <li>● Revision to IEP or 504 plan as needed</li> </ul>

## Level of Response Guidance

OFFENSE/VIOLATION		Level of Response					Contact, Consult & Needed Forms
		1	2	3	4	5	
<b>Academic Dishonesty</b> (Cheating / Plagiarism)	K-5: 1st offense	X	X				
	K-5: repeated offenses		X	X			Conference w/ parent
	6-12: 1st offense		X	X			
	6-12: repeated offenses			X	X		Conference w/ parent
<b>Alcohol, Drugs &amp; Tobacco</b> All K-8 students are referred for D&A services for any violation. HS students must be referred by 3rd possession (or sooner) and all other offenses. <a href="#">JFCG/JFCH/JFCI</a>	<i>Possession</i>			X	X		SRO, D&A services
	<i>Possession: Repeated Offenses</i>				X		SRO, D&A services
	<i>Consumption</i>				X		SRO, D&A services
	<i>Distribution / Sale / Sharing</i>				X	X	SRO, D&A services
	<i>Possession w/ intent to sell or share</i>				X	X	SRO, D&A services
<b>Ammunition</b>	Accidental (left in pocket from weekend, etc), turned in by student, spent ammunition, K-5 student, etc.			X	X		
	Intentional (to scare, show off), attempt to hide from staff, live round, 6-12th grade, etc.				X	X	SRO
<b>Arson/Fire</b>					X	X	SRO
<b>Bias Behavior</b> (See <i>Harassment and Intimidation</i> )  <a href="#">Every Student Belongs</a> Refer to the <a href="#">Bias Incident Response section</a> and guidance from <a href="#">ODE</a> . Refer to the OC Bias Response Guidance (in development)  <a href="#">JB</a> <a href="#">AC</a>	Grades K-2: First Offense	X	X				Reteaching
	Grades K-2: Repeated Offenses		X	X			Restorative Practice Lesson
	Grades 3-5: First Offense		X	X			Reteaching
	Grades 3-5: Repeated Offenses			X			Restorative Lesson recommended
	Grades 6-12: First Offense		X	X			Restorative Lesson recommended
	Grades 6-12: Second Offense			X	X		
	Grades 6-12: Third Offense				X	X	2nd & 3rd offense; SRO Consider re-signing the NPFH pledge if applicable.
<b>Bomb Threat</b> <a href="#">JFCM</a>	K-5			X	X		<a href="#">Utilize the threat assessment protocol.</a>
	6-12				X	X	SRO, Utilize the threat assessment protocol.

OFFENSE/VIOLATION		Level of Response					Contact, Consult & Needed Forms
		1	2	3	4	5	
Bullying (including cyberbullying, hazing) <a href="#">JFCF</a>	First Offense			X			If suspension, review OCSD bullying policy (6-12) <a href="#">Consider ESB Policy</a>
	Second Offense / K-5 Repeated Offenses			X	X		
	Repeated Offenses (6-12 only)				X	X	
Destruction of Property / Vandalism <i>(categories reflect Oregon State Statute)</i>	Category I		X	X			
	Category II			X	X		Consider SRO
	Category III				X	X	SRO
Disruption to Classroom / School	Category I	X					
	Category II		X	X			
	Category III			X	X		
Electronic Device Misuse - District property <a href="#">IIBGA/ GCAB-AR</a>	Category I	X	X				
	Category II		X	X			
	Category III			X	X		SRO
Electronic Device Misuse - personal property	First offense	X	X				See school handbook or teacher expectations for permitted use.
	Repeated Offense		X	X			
Extortion/Blackmail					X	X	SRO
False Fire Alarm	K-5			X	X		
	6-12				X	X	
False Information/Accusations/Slander/Lying		X	X	X			
Fighting (repeated fighting is accounted for in determining the disciplinary response).	Category I		X	X			
	Category II			X	X		Consider SRO
	Category III				X	X	SRO
Fight Promotion				X	X		
Fireworks/Explosives/Combustibles <a href="#">JFCJ</a>					X	X	SRO
Forgery	Category I		X	X			
	Category II			X	X		4: SRO

OFFENSE/VIOLATION		Level of Response					Contact, Consult & Needed Forms
		1	2	3	4	5	
Gambling				X	X		
Harassment / Intimidation <a href="#">JFCF</a>	Grades K-5		X	X			See also, Threat, Bullying
	Grades 6-12			X	X		
Inappropriate Language		X	X	X			
Leaving an Area, Skip Class and/or School Grounds Intentionally & Without Permission	Leave Area/Class	X	X				Leaving grounds: follow; notify SRO, non-emergency or 911 as needed to ensure student safety. Consider OSS when needed for safety planning.
	Skip Class/Leave Grounds		X	X			
	Repeated Offenses			X	X		
Matches/Lighter(s)*	Possession of			X	X		*Consider intent, see glossary 4 & 5: SRO
	Use of ( <i>see Arson/Fire</i> )				X	X	
Non-Compliance		X	X				
Physical Aggression	Category I		X	X			
	Category II			X	X		
	Category III				X	X	SRO
Reckless Vehicle Use - <a href="#">KGB</a>					X	X	SRO, see also "Unsafe action"
Sexual Activity (see individual school manuals for public displays of affection expectations)	Grades K-5			X	X		
	Grade 6-12				X	X	4 & 5: SRO
Sexual Assault - <a href="#">JFCF</a> , <a href="#">GBN/JBA</a>						X	SRO
Sexual Harassment <a href="#">GBN/JBA</a>	Grades K-12			X	X		
	Grades 6-12, repeated				X	X	SRO
Stealing, Robbery and/or Theft	Category I	X	X	X			
	Category II		X	X			
	Category III			X	X		SRO
	Category IV				X	X	SRO

OFFENSE/VIOLATION	Level of Response					Contact, Consult & Needed Forms	
	1	2	3	4	5		
Tardiness	X	X					
Threat: language (verbal or written), gestures, images, posturing, online or in person, etc. <a href="#">JFCM</a> <a href="#">Utilize threat assessment protocol.</a>	Category I		X	X			
	Category II				X	X	SRO
Trespassing - <a href="#">KGB</a>			X				
Unsafe Action(s)	Category I		X	X			
	Category II			X	X		
	Category III				X	X	
Weapons <i>Utilize Threat Assessment Protocol</i> <a href="#">JFC</a> <a href="#">Utilize threat assessment protocol.</a>	Firearms					X	SRO
	Other guns (bb, pellet, etc)				X	X	5: SRO
	Other weapons (sprays, brass knuckles, knives, etc)				X	X	4&5: SRO

### Abbreviations Guide

6-12: Sixth through twelfth grade

504: An anti-discrimination, disability civil rights statute

D&A: Drug & Alcohol

FBA: Functional Behavior Assessment

IDEA: Individuals with Disabilities Education Act

ISS: In-School Suspension

K-5: Kindergarten through 5th grade

MD: Manifestation Determination

OAR/ORS: Oregon Administrative Rules / Oregon Revised Statutes

ODE: Oregon Department of Education

OSS: Out of School Suspension

SCT: Student Centered Team

SST: Student Support Team

SRO: School Resource Officer

### Glossary

#### Academic Dishonesty / Cheating / Plagiarism

Providing, receiving, or viewing answers to quiz or test items or independent assignments. Having books, notes/notebook, or mobile devices out during tests without permission. Plagiarism is deliberately

presenting the ideas, works, or statements of another as one's own, without acknowledgement of the source. Because grades measure knowledge and skill rather than behavior. Academic dishonesty should not impact grades.

#### Alcohol, Drugs & Tobacco

Including but not limited to alcoholic substances; inhalants or other intoxicants; and controlled dangerous substances, including prescription drugs, narcotics, over-the-counter medications, look-alikes, and substances

represented as controlled substances, and drug paraphernalia as well as tobacco and tobacco products, including e-cigarettes, vapes, rolling paper, etc regardless of the presence of tobacco.

No student may give, dispense, or administer any remedy or medication to another student. Any violation of the conditions for permission to carry and/or self-administer medication may result in termination of that permission as well as discipline under the alcohol, drug and tobacco guidelines. Administration and self-administration of medications is described by policy [JHCD-JHCDA-AR](#).

- **Possession:** The student has on their person, or within the student's personal property, or has under the student's control, any of the substances listed in this offense.
- **Consumption/Use:** The student has intentionally consumed, ingested, assimilated, inhaled, or injected any of the substances listed in this offense and/or is under the influence of these substances on school grounds and/or at a district-sponsored activity.
- **Distribution/Sale:** A student has disseminated or transferred any of the substances listed in this offense with or without compensation. Different response levels can be considered for selling substances vs. giving them away.
- **Possession with Intent to Distribute:** The student has in their possession, as previously defined, any of the substances listed in this offense in a quantity or packaging to indicate intent to distribute or transfer to

another person/people with or without compensation.

#### **Alternate Interim Placement**

Temporary placement for students removed under specific disciplinary rules. [See OAR 581-015-2425](#) for more information.

#### **Ammunition**

A projectile that can be fired from a firearm or other gun or otherwise propelled such as a bullet, arrow, pellet, etc.

#### **Arson/Fire**

Attempting to, aiding in, or setting any fire on district property. This includes unauthorized possession of a flammable liquid or materials with the intent to set fire.

#### **Bias Behavior**

*(See Harassment and Intimidation)*

An offense, verbal, written, or symbolic in nature, committed against a person or property which is motivated by the student's bias, a negative opinion or attitude toward a group of persons based on their race, religion, ability/disability, sexual orientation, gender, home language or ethnicity/national origin.

Per state and federal guidelines, bias behavior that creates a hostile learning environment must be investigated. See the [Every Student Belongs](#) rule.

- **Disability:** A negative opinion, attitude or treatment toward a group of persons based on their physical or mental impairments/challenges, temporary or permanent, congenital or hereditarily acquired, accident, injury, advanced age, or illness.
- **Ethnicity/National**

**Origin/Home Language:** A negative opinion, attitude or treatment toward a group of persons of the same race or national origin who share common or similar traits, languages, customs, and traditions.

- **Gender:** A negative opinion, attitude, or treatment toward a group of persons based on their gender regardless of whether the individual's gender identity, appearance, expression or behavior differs from that traditionally associated with the individual's sex at birth.
- **Racial:** A negative opinion, attitude or treatment toward a group of persons who are socially perceived to possess common physical characteristics which are used to distinguish them as a distinct division of humankind by society.
- **Religious:** A negative opinion, attitude or treatment toward a group of persons who share the same religious beliefs regarding the origin and purpose of the universe and the existence or nonexistence of a supreme being.
- **Sexual Orientation:** A negative opinion, attitude or treatment toward a group of persons based on their self-identified sexual orientation.

#### **Bomb Threat**

The making of threats or providing false information concerning the presence of explosive material or devices on school property in writing, in person, online, or by phone.

#### **Bullying**

Repeated, conscious, willful and deliberate intent, direct or indirect,

to physically or psychologically intimidate or distress someone else; physical, social, or verbal actions or intimidation toward another person with negative intent including hazing. (See also “*Harassment/Intimidation*”)

- **Cyberbullying:** The use of information and communication technologies — email, mobile devices, text messages, social media, instant messaging, defamatory personal websites, personal polling sites, or a combination of these — to support deliberate, repeated, and hostile behavior by an individual or group with the intention of physically or psychologically intimidating others. This includes sharing or resharing nude or sexual photos.

#### **Cell Phone/Personal Electronics**

See “Electronic misuse - personal property”

#### **Cheating**

See “Academic Dishonesty”

#### **Conflict Resolution:**

The collaborative process of solving conflicts in order to create community and promote life skills. This can include mediations done by trained staff and peers, social emotional lessons on connecting feelings to needs and non-violent communication. The objective of any conflict resolution program is to give all parties involved an opportunity to get what they need.

#### **Criminal Behavior**

Any behavior that is considered an infraction against the law. Criminal activity is reported to the SRO or other appropriate agency.

#### **Destruction of Property/Vandalism**

Damage, destruction, or defacement of property belonging to the school or others.

- **Category I:** Minor (Cost to repair is under \$50)
- **Category II:** Moderate (Cost to repair is \$50-\$1000)
- **Category III:** Major (Cost to repair is over \$1000)

#### **Disrespect Toward Others**

(See *Harassment, Bullying or Bias Behavior*)

Inappropriate comments or physical gestures to others. Caution: “Respect” is defined by cultural norms. Ensure expectations for respectful behavior are taught ahead of time and “disrespectful behavior” is intentional.

#### **Disruption to Classroom or School**

Behavior that interferes with instruction, learning, and a safe and orderly environment, which includes, but is not limited to, chronic talking, throwing objects or furniture, horseplay, teasing, refusal to remain in a seat, rude noises, etc. This also includes: inciting/ participating in a school disturbance, causing a disruption to the atmosphere of order and discipline in the school or otherwise preventing orderly conduct.

- **Category I:** Minimal disruption
- **Category II:** Repeated minimal disruption and/or disruption that requires extended attention from staff and/or interferes with the learning of others in the immediate area.
- **Category III:** Disruption that requires extensive attention from staff and/or interferes with the learning of others outside the immediate area.

#### **Electronic Misuse - General**

Computer, electronics and Internet use is a privilege, not a right. Students have no expectation of privacy in regard to personal electronic equipment, mobile devices, and cellular phones that are brought onto school grounds. Any unauthorized or inappropriate use of technology-related resources will result in disciplinary action. Devices may not be used in any manner that disrupts the educational environment or violates the rights of others, including using the device to take photographs or video in locker rooms, hallways, classrooms or bathrooms, academically cheat, or otherwise violate student conduct expectations. Prohibited conduct specifically includes, creating, sending, sharing, viewing, receiving, or possessing any explicit or violent material (including sexual content and/or fight promotion content) of oneself or another person through the use of a computer, electronic communication device, or cell phone.

Policy: [IIBGA-AR/ GCAB-AR](#)

#### **Electronic Misuse - District Property**

In addition to the above general guidelines, prohibited use includes utilizing any software designed to facilitate the bypass of OCSID electronic security systems or load any unauthorized programs or material onto district electronics.

Policy: [IIBGA-AR/ GCAB-AR](#)

- **Category I:** Minimal disruption and/or off task behavior.
- **Category II:** Moderate or repeated minimal disruption and/or off task behavior • Minimal impact on others (including staff) • Minimal

damage to equipment.

- **Category III:** Extensive disruption • Moderate or greater damage to equipment • Moderate or greater impact on others (including staff)

### **Electronic Misuse - Personal Property**

Students using cell phones and/or personal electronics of any kind at school, on the bus or at any district-sponsored event that violate any behavior expectations in this manual or those of their individual school is forbidden and may result in the school taking the device away from the student. Students must comply with staff directives regarding use of personal electronics at all times and have no expectation of privacy in regard to personal electronic equipment, mobile devices, and cellular phones that are brought onto school grounds. The school and the District are not responsible for the loss, theft or damage to any electronic device brought to school. See individual school handbook and teacher expectations for permitted use. *(See also "Cyber-bullying".)*

### **Expulsion**

Expulsion means the removal of a student from OCS D for not more than one calendar year in compliance with Federal and State regulations. Expelled students will be offered an alternative instructional program. Only students who pose an ongoing threat to other students, the school, or the staff should be considered for expulsion. By law, expulsions cannot last beyond 365 days (with the exception of gun violations). [JGE](#)

### **Extortion/Blackmail**

The process of obtaining property

from another with or without that person's consent, by wrongful use of force, fears, or threats, including burglary and robbery.

### **False Fire Alarm / 911 Call**

Pulling a fire alarm, reporting a fire or other dangerous situation, or calling 911 without valid cause from school.

### **False Information/ Accusations (Lying)**

Willfully or maliciously giving false information, record, or accusation against school personnel or other students including slander and lying. The response to accusations should be commensurate with the accusations (i.e. accusing a student of stealing a pencil is classroom managed whereas falsely accusing a student of drug or alcohol possession is office/district managed).

### **Fighting**

An incident involving two or more students with physical contact, such as hitting, kicking, punching.

- **Category I:** Physical contact without injury but may include other aggressive physical action against another person.
- **Category II:** A physical attack potentially or actually causing minor physical injury (not requiring medical attention).
- **Category III:** A physical attack potentially or actually causing serious physical injury (requiring medical attention).

Repeated instances of fighting, as with all unsafe and disruptive behavior, is subject to increased behavioral support and disciplinary consequences.

### **Fight Promotion**

Encouraging others (in person or online) to engage in a fight, whether or not the fight occurs, including taking video of the fight and showing or sharing it with others.

### **Fireworks/Explosives**

Combustible or explosive substances or combination of substances or articles, including firecrackers, smoke bombs, and flares brought to school.

### **Forgery/Counterfeit Currency**

Purposely signing another person's name or making and/or distributing realistic copies of something, especially money, in order to defraud or deceive.

- **Category I:** Minimal harm/impact (e.g. bus or hall pass, etc).
- **Category II:** Significant harm, impact, repeated incidents.

### **Gambling**

Wagering money or property on school property or at a district-sponsored event.

### **Gangs**

Note: Gang affiliation in and of itself is not grounds for discipline. Unsafe and/or criminal behavior, regardless of affiliation, is. Students who are gang affiliated/affected may require specific interventions based on their unmet needs. See policy [KGB](#).

*(See, Alcohol/ Drugs/Tobacco, Harassment and Intimidation, Hazing, Extortion/Blackmail, Fighting, Fight Promotion, Stealing/Robbery/Theft, Threat.)*

### **Harassment and Intimidation**

*(see also Bias Behavior, Bullying)*  
Harassment is a behavior



continuing over a period of time that makes a person feel uncomfortable or unsafe. Intimidation knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property.

### **Hazing**

An act that subjects a student to potential harm and is affiliated with initiation into a student organization or team. Hazing may involve an act committed against a student or a situation in which a student is coerced into committing an act.

### **Inappropriate Language**

Using sexualized or demeaning written or spoken language, swearing or cursing. Note: 'Inappropriate' is determined culturally. Determining when words and their usage are inappropriate should be done with caution. Consider harm caused when determining the response

**In-School Suspension (ISS):** The removal of a student within the school building from the student's regular education program for up to, but not more than three days per incident. Assignments, including IEP accommodations and specially designed instruction, is to be provided. Students who are unable to meet behavioral expectations during ISS may be suspended out of school.

ISS does not count towards exclusionary discipline leading to an manifestation determination for students with disabilities, only **IF** the child:

1. Is afforded the opportunity to continue to appropriately participate in the general

curriculum;

2. Continues to receive the services on his or her IEP; and
3. Continues to participate with nondisabled children to the extent the child would have in his or her current placement.

### **Leaving Area without Permission and/or Leaving Class or School Grounds without Permission**

Leaving the classroom or other assigned area without permission from the adult in charge and/or leaving the classroom or school grounds during regular school hours without permission and without a parent/guardian or someone listed on the emergency card.

When students leave school grounds without permission, typically elementary schools follow the student to maintain safety. Take into consideration the ability of the student to be safe in the community both generally and at the time of the incident. For example, an 11th grade student may leave school so upset, a call to the crisis line or 911 may be appropriate. Or, a middle school student may be impacted by a disability and not yet be able to navigate traffic safely. 911 may be called in order to ensure their safety. SRO and emergency services are only contracted when necessary to protect the safety of the student or others.

### **Matches/Lighters**

Possession and use of lighters on school grounds are forbidden with the exception of permitted curricular use (e.g. science class under supervision). Disciplinary procedures should take intent into consideration (i.e. a student who immediately turns in a lighter they find in their backpack left over from

a weekend camping trip may receive different discipline from a student who brings a lighter to school to show their friends and hides it from adults). By law ([ORS 476.030](#), [ORS 476.210](#), [OFC 401.3.1](#)), every unwanted fire on school property must be reported regardless of size.

### **Non-Compliance**

Failure to adhere to reasonable requests made by school personnel. Consider intensity, duration, safety, clear communication of expectations, language and culture when determining whether a student has been "non-compliant".

### **Out of School Suspension**

The removal of a student from school which can range from one to ten days (except in some situations pertaining to drugs, weapons and threats - see "Alternate Interim Placement").

### **Public Display of Affection**

See *Sexual Activity*

### **Physical Aggression**

Unprovoked aggressive actions toward another person.

- **Category I:** Physical contact without injury but may include other aggressive physical action against another person.
- **Category II:** Physical contact causing minor physical injury.
- **Category III:** Physical contact causing serious physical injury.

### **Plagiarism**

See "Academic Dishonesty"

### **Prohibited Item**

This includes, but is not limited to, laser pointers, toys, water guns and Nerf guns laser pointers or any other item that has been deemed

to be inappropriate for school due to potential disruption, lack of safety or other concerns.

### **Reckless Vehicle Use**

Irresponsible use of a motorized vehicle on school property.

### **Reportable to Police**

Certain offenses require police reports while others depend on whether the activity is considered criminal behavior. A standard or criteria to determine whether an offense is reportable to the police or not is whether the behavior is considered illegal or whether it causes injury to persons. Consult with the SRO is recommended as needed.

### **Restitution**

Replacing item(s) that were stolen or damaged or providing fair market value by way of compensation or service.

### **Restorative Practice<sup>1</sup>:**

“Restorative practices in schools are inspired by the philosophy and practices of restorative justice, which puts repairing harm done to relationships and people over and above the need for assigning blame and dispensing punishment.”<sup>2</sup>

“Restorative practices are processes that proactively build healthy relationships and a sense of community to prevent and address conflict and wrongdoing.”<sup>3</sup>

### **Searches**

Per board policy, student lockers,

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<sup>1</sup> (Sprague & Tobin, 2018, p. 7-8)

<sup>2</sup> (Swain-Bradway & Mathews-Johnson, 2016, p. 13).

<sup>3</sup> (Restorative Practices Working Group retrieved from <http://www.otlcampaign.org/restorative-practices>)

property and persons can be searched with reasonable suspicion that the student possesses an item that poses an immediate risk. See [policy JFG](#).

### **Sexual Activity**

Inappropriate behavior of a sexual nature, including, but not limited to indecent exposure, consensual sex, or possession of sexually explicit material including sending explicit photos to students.

### **Sexual Assault**

Physical sexual attack on school district staff, another student, visitor or volunteer included but not limited to non-consensual contact or behavior. Staff trained in Sexual Incidence Response (SIR) will utilize the SIR protocol to respond to these incidents and determine whether law enforcement needs to be notified.

### **Sexual Harassment**

Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature (including sending explicit photos to students), directed toward others, including behavior that occurs more than once, and continues over a period of time that makes a person feel uncomfortable or unsafe.

### **Slander**

Making a false statement that damages the reputation of another. See “False Accusations.”

### **Skipping Class**

Not attending an assigned class without permission.

### **Stealing/Robbery/Theft**

Taking or attempting to take property of another person or

institution without permission or knowledge of the owner. (Robbery: by force or threat of force).

- **Category I:** Value less than \$100
- **Category II:** Value less than \$100
- **Category III:** Value \$100-\$1000
- **Category IV:** Value more than \$1000

### **Tardiness/Excessive Tardiness**

Arriving late to school or to class.

### **Threat**

Threatening the use of physical force (including the use of aggressive language, body posturing or gestures) against another person, including use of a weapon or other instrument, for the purpose of inflicting injury or intimidation.

- **Category I:** Threat of aggression not including extreme aggression with potential for serious or lethal injury. Does not include clear planning or preparation.
- **Category II:** The threat involves extreme aggression including the potential for serious or lethal injury. Targeted aggression indicates motive, plan, and preparation.

### **Tobacco**

See Alcohol, Drugs & Tobacco.

### **Trespassing (Behavior)**

Being on district property or at an event without permission, including while suspended, expelled, or otherwise restricted; includes breaking and entering.

### **Trespassed (Consequence)**

Students can be restricted from accessing district property and/or an event as a consequence of their behavior. For example, students

who are disruptive at a football game can be restricted or trespassed from attending future football games.

**Unsafe Actions**

Any action that has the potential to cause danger or physical harm (with or without intent) to self or others including forceful actions, roughhousing, putting substances in/on another person’s food/drink/body, etc.

- **Category I:** Minor or no-injury, and minor disruption to class / school.
- **Category II:** Moderate injury/potential injury and/or moderate disruption to class / school.
- **Category III:** Serious injury/potential injury and/or

major disruption to class / school.

**Weapon**

(also see *Ammunition*)

A weapon includes but is not limited to:

- **Firearm:** A firearm as defined in [18 U.S.C. 921](#) of the federal code. Examples include handguns, rifles, shotguns, and bombs. Refer to the federal code for the complete definition.
- **Other Weapons:** Any gun of any kind, loaded or unloaded, operable or inoperable, including any object other than a firearm which is a look-a-like of a gun. This shall include, but is not limited to, pellet gun, pepper spray, paintball gun, stun gun, taser, BB gun, flare gun, nail

gun, and air soft gun.

Any implement which could cause, or is intended to cause bodily harm. This shall include, but is not limited to, switchblade knife, hunting knife, star knife, razors (including straight or retractable razor), brass knuckles, box cutters, nunchaku, spiked glove, spiked wristband, any mace derivative, tear gas device, or pepper spray product.

Administrator discretion should be utilized with implements such as tools or hunting knives that may have been brought to school accidentally.

See also [JFCJ](#)

**Board Policy & Legal Resources**

Area	Quick Reference	More Information
Safe & Welcoming / Equity	Board safe and welcoming schools resolution and district equity policy.	<a href="#">Resolution and policy</a>
Board Discipline Policy	OCS D School Board Policy	<a href="#">JG</a> ; <a href="#">JFC</a> , <a href="#">JGE</a> .
Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates	US Department of Ed Guidance on discipline practices and disproportionality	<a href="#">Link</a>
Elementary School Suspensions	K-5 students may only be suspended for the following: – Non-accidental conduct causing serious physical harm to a student or school employee. – School administrator determines, based upon their observation or upon a report from an employee, that the student’s conduct poses a direct threat to the health or safety of students or school employees. – The suspension or expulsion is required by law.	<a href="#">ORS 339.250(2)(d)</a> OAR 581-021-0065
Gang Affiliation	Clackamas County Youth Gang Task Force Intervention and outreach services Phone: 503.656.4264	

Flowchart for students with disabilities	A flowchart and guidance from ODE for students with disabilities.	<a href="#">Link to flowchart</a>
Every Students Belongs	The Every Student Belongs rule prohibits hate symbols, specifically three of the most recognizable symbols of hate in the U.S.—the swastika (outside of a religious context), the Confederate flag, and the noose.	<a href="#">ESB on ODE site</a>
Title IX	How do we know if Title IX applies? <ul style="list-style-type: none"> <li>• Quid pro quo harassment. “I will do this for you if you do that for me”?</li> <li>• Any act of sexual violence or assault; or unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive. This action effectively denies a person equal access to the education program or activity.</li> </ul>	
Exclusionary Discipline Law	Reduction of “unnecessary suspensions and expulsions” - ORS 339.250(7), previously HB 2192 - School Discipline	<a href="#">Summary</a>
45 day removals	Oregon law provides for the removal of special education students to an alternate interim assessment in the cases of serious bodily injury and/or possession/use of weapons or drugs.	<a href="#">Link to OAR</a>
Compendium of Relevant Laws	There are many relevant laws and statutes that apply to discipline in schools.	<a href="#">Link to compendium</a>
Oregon Procedural Safeguards	These are parent rights for students with disabilities.	<a href="#">Link to safeguards</a>
Complaints & Appeal	Refer to this policy to file a complaint or appeal for disciplinary decisions.	<a href="#">KL</a>

**Committee Members:**

Dr. Ben Kates - Committee Chair (principal, TMS), Lisa Normand - Committee Chair (Director of Human Resources), Brenda Roland (OCEA president), Sara Craig (principal, OCSLA), Melissa Berg (Director of Student Services), Stephanie Phelps (VP, TMS), Rachel Engstrom (AP, Redland), Aaron Willis (Student Services Administrator), Diana Grindea (AP, Holcomb), Brent Leong (OCHS), Dawn Spahn (Holcomb), Rebekah Beck (principal, GMS), Jon Archer (AP, GMS), Rob Robinson (Teaching and Learning Coordinator), Kelli Seppi (Student Services TOSA), Jody Tims (CAIS), Daryl Coppege (AP, Beavercreek), Jammie Landis (AP, McLoughlin), Maria Segoviano (AP, Holcomb), Ryann Furrer (principal, Gaffney Lane), K'Lynn Struthers (Holcomb), Sara Pilorget (occupational therapist), Katelyn Hottman (CAIS).