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:

<table>
<thead>
<tr>
<th>Office</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Office of the Superintendent</td>
<td>503-785-8432</td>
</tr>
<tr>
<td>Special Services</td>
<td>503-785-8400</td>
</tr>
<tr>
<td>Transportation</td>
<td>503-785-8540</td>
</tr>
<tr>
<td>School-based Health Center</td>
<td>503-785-8770</td>
</tr>
<tr>
<td>Clothes Closet (see school for referral)</td>
<td>503-785-8880</td>
</tr>
<tr>
<td>McKinney-Vento (housing loss/instability)</td>
<td>503-785-8880</td>
</tr>
<tr>
<td>Community Resources</td>
<td>211</td>
</tr>
</tbody>
</table>

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       800-273-TALK (8255)
- National Hopeline Network                  800-SUICIDE (784-2433)
- ACCESS Crisis Hotline                      800-854-7771
- Lifeline Crisis Chat                       text “START” to 741-741

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

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

<table>
<thead>
<tr>
<th>Service</th>
<th>Phone Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>Self-Harm Hotline</td>
<td>800-DONT-OUT (366-8288)</td>
</tr>
<tr>
<td>Family Violence Helpline</td>
<td>800-996-6228</td>
</tr>
<tr>
<td>American Association of Poison Control</td>
<td>800-222-1222</td>
</tr>
<tr>
<td>Alcohol &amp; Drug Dependency Help Line</td>
<td>800-622-2255</td>
</tr>
<tr>
<td>National Crisis Line: Anorexia &amp; Bulimia</td>
<td>800-233-4357</td>
</tr>
</tbody>
</table>

Rev. Aug 9, 2020
Oregon City School District

Code of Student Conduct Principles & Community Agreements

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 and we utilize the least exclusionary discipline practices possible in order to provide students with ongoing access to instruction, an opportunity to be held authentically accountable and the chance to learn from their mistakes.

Three 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 and I obtain the assistance of school staff when I am unable to resolve conflicts on my own.
3. 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.

The code of conduct also supports the Portrait of Graduate vision which describes OCSD’s goals for our learners.
Right to Attend
The Oregon City School District (OCSD) understands that I have the right to attend my neighborhood school. Only when my behavior 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.

Complaints and Appeals
Refer to this policy and procedure 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.
Rights and Responsibilities

Each of us has rights and responsibilities as members of the Oregon City Public Schools community. The districtwide rights and responsibilities are outlined below; your school may have additional expectations.

STUDENTS have the right to:
- An orderly and safe learning environment.
- Courtesy and respectful treatment.
- A quality education with clear, challenging learning goals.
- Positive behavior reinforcement and appropriate correction when conduct does not meet expectations.
- Equal access to classes, services, and extracurricular activities.
- Equitable treatment in the enforcement of school rules and due process.
- Help in the classroom and support from the school as a whole.
- The opportunity to reconcile a wrong and a second chance to exhibit appropriate 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 and behavior and hold themselves to high standards of achievement and 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 and safe school environment.
- Be treated with 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 from school staff about ways to improve their child’s academic or behavioral progress including, but not limited to: 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.
- Receive translation and interpretation services.

FAMILIES have the responsibility to:
- Encourage their child to understand their culture and learn about other cultures.
- Model positive, respectful, and appropriate school behavior by treating school personnel and others with professional etiquette.
- 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 a space 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.

Follow up on discipline reports by discussing the incident with their child and focusing on how to make good choices.

Provide school with 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 and safe environment
- Be treated with courtesy and respect.
- Receive collaboration from students and parents/guardians.
- 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.
- Play a role in creating a culturally sustaining environment by being responsive to sharing their culture and learning about other cultures in the school community.
- Model professional standards of behavior, including ensuring that interaction with students is respectful and caring.
- Maintain high expectations for all students.
- Attend work daily, be punctual, and use well-planned, creative, and engaging instructional plans every day.
- Engage students in defining classroom-specific expectations and rules that elaborate on the 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.
- 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 courtesy and respect.
- Receive cooperation from students and parents/guardians.
- Receive direction, support, and ongoing training from 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 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.
● Provide leadership to ensure the full implementation of the school wide PBIS plan and response continuum as discussed below.
● 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.

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.

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.

Consult your school’s Student Handbook for specific expectations at your level (e.g., hoods, hats, etc).

**PROHIBITED** clothing items include:
● Any items which are commonly considered evidence of membership or affiliation with any gang, promotes weapons and/or violence. *(see also Gang-related Activity)*
● Clothing that depicts, advertises, promotes or implies the use of alcohol, tobacco, marijuana or other controlled substances. *(see Alcohol / Drugs / Tobacco)*
● Clothing that displays sexual images or content. *(see Harassment)*
● Clothing which depicts hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected groups or otherwise biased *(see Bias Behavior).*

Policy: [JFCG/JFCH/JFCI](#)
Oregon City’s Positive Behavioral Intervention & Support

Positive Behavioral Intervention & Support (PBIS) is a system of interventions and practices that have been shown to reduce problem behavior and promote positive socially appropriate behavior. The goal of PBIS is to maximize academic engagement and establish a positive school climate by preventing the development and establishment of problem behaviors.

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.
- **Instructional**: 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.
- **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 Schools 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 five 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 his/her 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 a 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.

**Key Benefits of Restorative Practices:**

- Build healthy relationships between educators and students
- Reduce, prevent, and improve harmful behavior
- Repair harm and restore positive relationships
- Resolve conflict, holding individuals and groups fully and authentically accountable
- Address and discuss the needs of the school community
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**: Affection 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.

**Tier 1**
ALL STUDENTS

**RESTORATIVE SCHOOL CLIMATE**
A restorative school climate focuses on building a strong sense of community and positive relationships among all stakeholders. In a restorative environment, all community members feel safe and welcome, and adults support students in developing social and emotional skills.

- Practices that support Tier 1:
  - Restorative Mindsets
  - Restorative Language
  - Talking Circles
  - Restorative Conversations

**Tier 2**
SOME STUDENTS

**RESTORATIVE DISCIPLINE**
After harm or conflict, restorative responses address the root cause of the problem, promote healing and ensure that students are held accountable and take ownership over the process of repairing harm.

- Practices that support Tier 2:
  - Restorative Conversations
  - Peer Conference/Peer Mediation
  - Peace Circles
  - Skill Building Alternatives to Suspension

**Tier 3**
FEW STUDENTS

**RE ENTRY AND RESTORATIVE HEALING**
In the most serious incidents of harm and conflict, restorative practices ensure that students who have been removed from the classroom/school are welcomed back into the community. When needed, intensive one-on-one interventions promote healing.

- Practices that support Tier 3:
  - Re-entry Procedures
  - Restorative Conferencing
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, 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.

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

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)

(adapted from Chicago Public Schools Restorative Practices Guide and Toolkit)
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 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;
- the circumstances/context in which the student’s behavior occurred;
- the frequency and duration of the student’s behavior;
- the number of persons involved in the student’s behavior;
- 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.

<table>
<thead>
<tr>
<th>Level</th>
<th>Several potential options are listed below; not all may be appropriate depending on the circumstance.</th>
</tr>
</thead>
</table>
| 1     | **Classroom Managed**  
|       | 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, retaught at intervals & reinforced.  
|       | - Classroom system of positive reinforcement  
|       | - Reteaching, reminder, redirection  
|       | - Proximity  
|       | - Seat change  
|       | - Verbal / Nonverbal correction  
|       | - Written reflection, problem solving or apology  
|       | - Device check in  
|       | - Parent contact  
|       | - Talking circle  
|       | - Teacher/student conference  
|       | - Parent or guardian conference  
|       | - Daily progress sheet on behavior  
|       | - Buddy teacher system  
|       | - De-escalation strategies (e.g., mindfulness, reflection break)  
|       | - Restorative conversation  
| 2     | **Classroom Managed / Office Managed**  
|       | These interventions, in partnership with school administrators, 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, classified and/or admin) is strongly encouraged.  
|       | - Parent or guardian notification required  
|       | - Change in schedule or class  
|       | - Restorative conversation  
|       | - Peer mediation  
|       | - Conflict resolution  
|       | - Assignment of work projects  
|       | - Student / teacher / admin / parent conference  
|       | - Restitution (monetary or service-based)  
|       | - Discussion with appropriate administrator  
|       | - Talking circle  
|       | - Behavior Plan  
|       | - Loss of privileges related to offense  
|       | - Detention (lunch/recess, after school w/ parent notification)  
|       | - Teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc)  
|       | - Safety/supervision plan  
|       | - Consultation with IEP/504 team when applicable  
|
### Office Managed

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 team with other staff in decision-making & problem-solving whenever possible. Restoration, skill building and sanctions/consequences are all components of office managed responses to behavior. (Refer to ORS 339.250(2)(d) for K-5 students.)

- Parent or guardian notification required
- Restorative practice methods, including restorative conversations, formal conferencing/community conferencing by a trained adult, peace circle
- Development of or revision to student/behavior support plan
- Referral to substance abuse counseling
- Use of Behavior Problem Solving Sheet
- Behavior Agreement (contract)
- Safety/Supervision plan
- Utilize teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc)
- Referral to an appropriate community organization (e.g., mentoring programs)
- In school suspension
- Referral to substance abuse counseling if applicable
- Compliance with IDEA/504 for students with disabilities:
  - Ensure child find obligations are fulfilled
  - Development of Functional Behavior Assessment and Behavior Support Plan
  - IEP team or 504 team meet for manifestation determination
  - Revision to IEP or 504 plan as needed

### Office Managed / District Managed

These interventions might involve the removal of a student from the school environment for a period ranging between 1 and 5 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 (classroom teachers, support staff, parents, outside agencies, etc) for students with severe behavioral issues/incidents is a necessity. Restoration, skill building and sanctions/consequences are all important components of a thorough response to behavior.

- Parent or guardian notification required
- Restorative practice methods, including restorative conversations, formal conferencing/community conferencing by a trained adult, peace circle
- Development of or revision to student support team plan
- Safety and/or supervision plan
- Use of Behavior Problem Solving Sheet
- Development of brief behavior support plan
- In or out of school suspension (1 to 5 days)
- Reentry meeting
- Referral to substance abuse counseling if applicable
- Referral to appropriate community organization (e.g., mentoring programs)
- Compliance with IDEA/504 for students with disabilities:
  - Ensure child find obligations are fulfilled
  - Development of Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP)
  - IEP team or 504 team meet for manifestation determination
  - Revision to IEP or 504 plan as needed

### District Managed

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 (classroom teachers, support staff, parents, outside agencies, etc) for students with severe behavioral issues is a necessity. Restoration, skill building and sanctions/consequences are all important components of a thorough response to behavior.

- Parent or guardian notification required
- Ongoing restorative practice methods as needed including formal conferencing/ community conferencing by trained adult
- Development of or revision to student support team plan
- Safety/Supervision Plan
- Utilize teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc)
- Referral to substance abuse counseling
- In or out of School suspension (5-10 days)
- Reentry meeting
- Abeyance agreement
- Expulsion (serious behavioral infractions; 44 days or longer)
- Compliance with IDEA/504 for students with disabilities:
  - Ensure child find obligations are fulfilled
  - Development of Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP)
  - IEP team or 504 team meet for manifestation determination
  - Revision to IEP or 504 plan as needed
# Level of Response Guidance

<table>
<thead>
<tr>
<th>OFFENSE/VIOLATION</th>
<th>Level of Response</th>
<th>Contact, Consult &amp; Needed Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Academic Dishonesty</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Cheating / Plagiarism)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>K-5: 1st offense</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>K-5: repeated offenses</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6-12: 1st offense</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>6-12: repeated offenses</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Alcohol, Drugs &amp; Tobacco</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>All K-8 students are referred for D&amp;A services for any violation. HS students must be referred by 3rd possession and all other offenses.</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>JFCG/JFCH/JFCI</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Possession</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Consumption</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Distribution / Sale / Sharing</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Possession w/ intent to sell or share</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Ammunition</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Accidental (left in pocket from weekend, etc), turned in by student, spent ammunition, K-5 student, etc.</strong></td>
<td>X</td>
<td></td>
</tr>
<tr>
<td><strong>Intentional (to scare, show off), attempt to hide from staff, live round, 6-12th grade, etc.</strong></td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Arson/Fire</strong></td>
<td></td>
<td></td>
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<tr>
<td>(See Harassment and Intimidation)</td>
<td></td>
<td></td>
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<tr>
<td><strong>JB AC</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-2: First Offense</td>
<td>X</td>
<td>Reteaching</td>
</tr>
<tr>
<td>Grades K-2: Repeated Offenses</td>
<td>X</td>
<td>Reteaching</td>
</tr>
<tr>
<td>Grades 3-5: First Offense</td>
<td>X</td>
<td>Restorative Lesson recommended</td>
</tr>
<tr>
<td>Grades 3-5: Repeated Offenses</td>
<td>X</td>
<td>Restorative Lesson recommended</td>
</tr>
<tr>
<td>Grades 6-12: First Offense - Up to 3 days suspension</td>
<td>X</td>
<td>Restorative Lesson recommended 2nd &amp; 3rd offense; SRO</td>
</tr>
<tr>
<td>Grades 6-12: Second Offense - Up to 10 days suspension</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Grades 6-12: Third Offense - Possible extended suspension</td>
<td>X</td>
<td></td>
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<tr>
<td><strong>Bomb Threat</strong></td>
<td></td>
<td></td>
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<tr>
<td><strong>JFCM</strong></td>
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<tr>
<td>K-5</td>
<td>X</td>
<td>SRO, Utilize the threat assessment protocol.</td>
</tr>
<tr>
<td>6-12</td>
<td>X</td>
<td>SRO, Utilize the threat assessment protocol.</td>
</tr>
<tr>
<td>OFFENSE/VIOLATION</td>
<td>1</td>
<td>2</td>
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<td>-----------------------------------------</td>
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</tr>
<tr>
<td><strong>Repeated Offenses (6-12 only)</strong></td>
<td></td>
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<tr>
<td><strong>Destruction of Property / Vandalism (amounts reflect Oregon State Statute)</strong></td>
<td></td>
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<tr>
<td>Minor (Cost to repair is under $50)</td>
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<tr>
<td>Moderate (Cost to repair is $50-$1000)</td>
<td></td>
<td></td>
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<tr>
<td>Major (Cost to repair is over $1000)</td>
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<td></td>
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<tr>
<td><strong>Disrespect Toward Others</strong></td>
<td></td>
<td></td>
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<tr>
<td>First Offense</td>
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<tr>
<td>Repeated Offenses</td>
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<tr>
<td><strong>Disruption to Classroom / School</strong></td>
<td></td>
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<td>Category I</td>
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<td>Category II</td>
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<tr>
<td>Category III</td>
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<td></td>
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<tr>
<td><strong>Electronic Device Misuse - District property</strong></td>
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<td></td>
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<tr>
<td>IIBGA/ GCAB-AR</td>
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<tr>
<td>Category I</td>
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<td>Category II</td>
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<tr>
<td>Category III</td>
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<td></td>
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<tr>
<td><strong>Electronic Device Misuse - personal property</strong></td>
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<tr>
<td>First offense</td>
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<tr>
<td>Repeated Offense</td>
<td></td>
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<tr>
<td>Extortion/Blackmail</td>
<td></td>
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<tr>
<td>K-5</td>
<td>X</td>
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<tr>
<td>6-12</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td><strong>False Information/Accusations/Slander/Lying</strong></td>
<td></td>
<td></td>
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<tr>
<td>X</td>
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<tr>
<td><strong>Fighting (repeated fighting is accounted for in determining the disciplinary response).</strong></td>
<td></td>
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<tr>
<td>Category I</td>
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<td>Category II</td>
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<tr>
<td>Category III</td>
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<tr>
<td><strong>Fireworks/Explosives/Combustibles</strong></td>
<td></td>
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<tr>
<td>JFCI</td>
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<tr>
<td><strong>Forgery</strong></td>
<td></td>
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<tr>
<td>Minimal harm/effect (bus or hall pass, etc.)</td>
<td>X</td>
<td></td>
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<tr>
<td>Significant harm, impact, repeated incidents.</td>
<td></td>
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<tr>
<td>OFFENSE/VIOLATION</td>
<td>1</td>
<td>2</td>
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<tr>
<td>Gambling</td>
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<tr>
<td>Gang-Related Activity (KGB)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harassment / Intimidation (JFCF)</td>
<td>X</td>
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<tr>
<td>Elementary</td>
<td></td>
<td></td>
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<tr>
<td>Secondary</td>
<td>X</td>
<td></td>
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<tr>
<td>Inappropriate Language</td>
<td></td>
<td>X</td>
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<tr>
<td>Leaving an Area, Class and/or School Grounds Intentionally &amp; Without Permission</td>
<td></td>
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<tr>
<td>Area/Class</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Class/Grounds</td>
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<td>X</td>
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<tr>
<td>Repeated behavior</td>
<td>X</td>
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</tr>
<tr>
<td>Matches/Lighter(s)*</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Possession of</td>
<td></td>
<td></td>
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<tr>
<td>Use of (see Arson/Fire)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Non-Compliance</td>
<td>X</td>
<td>X</td>
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<tr>
<td>Physical Aggression</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Category I</td>
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<td></td>
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<tr>
<td>Category II</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Category III</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Reckless Vehicle Use - KGB</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Sexual Activity (see individual school manuals for public displays of affection expectations)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Grades K-5</td>
<td></td>
<td></td>
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<tr>
<td>Grade 6-12</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sexual Harassment GBN/JBA</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grades K-5</td>
<td></td>
<td></td>
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<tr>
<td>Grades 6-12</td>
<td></td>
<td></td>
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<tr>
<td>Grades 6-12, repeated</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Skipping Class</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Level of Response</th>
<th>Contact, Consult &amp; Needed Forms</th>
</tr>
</thead>
</table>

**Leaving grounds:**
- K-5: 911
- 6-12: SRO

*Consider intent, see glossary
- 4 & 5: SRO

SRO, see also “Unsafe action”
<table>
<thead>
<tr>
<th>OFFENSE/VIOLATION</th>
<th>Level of Response</th>
<th>Contact, Consult &amp; Needed Forms</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gambling</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Gang-Related Activity (KGB)</td>
<td></td>
<td>X</td>
</tr>
<tr>
<td>Tardiness</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Threat: language (verbal or written), gestures, images, posturing, online or in person, etc.</td>
<td>KGB</td>
<td>SRO</td>
</tr>
<tr>
<td>Grades K-5: Level 1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grades K-5: Level 2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grades 6-12 Level 1</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Grades 6-12: Level 2</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Trespassing - KGB</td>
<td></td>
<td>SRO</td>
</tr>
<tr>
<td>Unsafe Action(s)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Minor or no-injury, and minor disruption to class / school.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Moderate injury and/or moderate disruption to class / school.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Serious injury and/or major disruption to class / school.</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Weapons (including look-a-like guns)</td>
<td>JFC</td>
<td>SRO</td>
</tr>
<tr>
<td>Utilize Threat Assessment Protocol</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Firearms</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Other guns (bb, pellet, etc)</td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Other weapons (sprays, brass knuckles, knives, etc)</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

### 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 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 Office
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.

**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 school 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 offender’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 toward the below groups must be investigated.

**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-Oriention**  
A negative opinion, attitude or treatment toward a group of persons based on their actual or perceived sexual attraction toward and responsiveness to members of the opposite or same sex.

**Hate Crime**  
Bias behavior that is a criminal offense.

**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 “Cyber-bullying” and “Harassment/Intimidation”)

**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.

**Cyber-bullying**  
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 (See also Bullying).

**Dangerous Implements**  
Any implement or substance used as a weapon to inflict bodily harm, including any object or implement capable of causing harm or used in such a way as to cause harm to another. This includes, but is not limited to, laser pointers, pencils, and scissors.

**Destruction of Property/Vandalism**  
Damage, destruction, or defacement of property belonging to the school or others.

**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 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 rules. 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 OCSD 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 OCSD 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. [Board Policy].

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
Pulling a fire alarm or reporting a fire or other dangerous situation without valid cause.

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 causing minor physical injury.

Category III
- A physical attack causing serious physical injury.

Repeated instances of fighting, as with all unsafe and disruptive behavior, is subject to progressive disciplinary action.

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.

**Gang (Criminal Gangs)**  
A group or association of three or more individuals who individually or collectively:  
- engage in a pattern of criminal activity;  
- have as one of their primary objectives or activities the commission of one or more crimes, including acts by juveniles that would be crimes if committed by adults; and  
- have in common an overt or covert organizational or command structure, which includes but is not limited to:  
  - a common name;  
  - identifiable marks, colors, signs (gestures/terminology), or symbols;  
  - a claim to turf or territory; and  
  - associate on a regular basis.

**Harassment and Intimidation**  
(see Bias Behavior, Bullying)  
Harassment is a behavior continuing over a period of time that makes a person feel uncomfortable or unsafe. Intimidation is 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**  
Swearing, cursing, using sexualized or demeaning written or spoken language. Note: ‘Inappropriate’ is determined culturally. Determining when words and their usage are inappropriate should be done with caution.

**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 MD 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 nondonable 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 alert 911/parents, middle schools alert SROs/parents, and high schools alert parents. 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 so 911 may be called in order to ensure their safety.

**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).

**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**
Individual school communities establish and communicate expectations for appropriate displays of affection.

**Physical Aggression**
Unprovoked aggressive actions toward another person that meets one of the sub-definitions below:

- **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”

**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**
“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.”

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

**Searches**
Per board policy, student lockers, 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, or volunteer.

**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).

**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.

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1. (Sprague & Tobin, 2018, p. 7-8)
2. (Swain-Bradway & Mathews-Johnson, 2016, p. 13).
Tobacco
See Alcohol, Drugs & Tobacco.

Trespassing (Behavior)
Being on school 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 a school property and/or 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. The determination of minor/moderate/serious to be determined by school staff.

Weapon
(Including look-a-like guns; also see Ammunition)
A weapon includes but is not limited to:

Firearms
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, 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, other than a firearm or other gun. 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 water guns and tools or hunting knives that may have been brought to school accidentally

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<tr>
<th>Area</th>
<th>Quick Reference</th>
<th>More Information</th>
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<td>Safe &amp; Welcoming / Equity</td>
<td>Board safe and welcoming schools resolution and district equity policy.</td>
<td>Resolution and policy</td>
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<tr>
<td>Board Discipline Policy</td>
<td>This is the board policy on discipline.</td>
<td>JG; JFC, JGE</td>
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<td>Elementary School Suspension</td>
<td>K-5 Students may only be suspended in the following circumstances:</td>
<td>ORS 339.250(2)(d)</td>
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<td></td>
<td>– Non-accidental conduct causing serious physical harm to a student or school employee.</td>
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<td>– School administrator determines, based upon the administrator’s observation or upon a report from a school employee, that the student’s conduct poses a direct threat to the health or safety of students or school employees.</td>
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<td>– The suspension or expulsion is required by law.</td>
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<td>Flowchart for students with disabilities</td>
<td>A flowchart and guidance from ODE for students with disabilities.</td>
<td>Link to flowchart</td>
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<td>Title IX</td>
<td>How do we know if Title IX applies?</td>
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<td>Committee Members:</td>
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</table>
| Ben Kates - committee chair (vice principal, Ogden Middle School), Brenda Roland (OCEA president), Amy Green (MTSS coach, special services TOSA), Sara Craig (Jackson Prep program coordinator), Dr. Sara Deboy (Director of Teaching and Learning), Toby Futch (associate principal, OCHS), Dr. Stacy Erickson (associate principal, OCHS), Melissa Berg (associate director of special services), Vicki Nishioka (senior researcher, REL Northwest at Education Northwest), Rachel Engstrom (vice principal, Gardiner Middle School), Stephanie Mattox (school psychologist, OCHS), Aaron Willis (school psychologist, OCSLA, Redland, ACA), Annabella Paris (McKinney-Vento Prog. Assistant/Foster Care & Migrant POC/Interpreter), Elaine Morelock (Community Outreach & Equity TOSA), Gayle Prentice-Wood - layout, graphics & formatting (secretary, Ogden), Rebekah Beck (principal, Redland Elementary), Elizabeth Mogil (student manager, Holcomb Elementary).

Past members:
Cyndi Panko (former Director, Special Services), Megan Christopher (social studies teacher, Ogden Middle school), Laura Reed (school counselor, Ogden Middle School), Cindy Williams (OCEA president), Kelli Rhea (principal, Holcomb Elementary).

| Links to Exemplar Codes of Conduct Utilized: |
| Anne Arundel County Public Schools  
| Baltimore  
| Chicago Public Schools  
| New York City  

- **Quid pro quo harassment.** “I will do this for you if you do that for me”?
- **Any act of sexual violence or assault; or**

Unwelcome conduct on the basis of sex that is so severe, pervasive, and objectively offensive. *(most common in education)* This action effectively denies a person equal access to the education program or activity. Obvious and it has happened overtime ... typically talking about a pattern of behavior that has occurred over time.

| Exclusionary Discipline Law | Reduction of “unnecessary suspensions and expulsions” - ORS 339.250(7), previously HB 2192 - School Discipline | 
| 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. | | 
| Compendium of Relevant Laws | There are many relevant laws and statutes that apply to discipline in schools. | | 
| Oregon Procedural Safeguards | These are parent rights for students with disabilities. | | 
| Complaints & Appeal | Refer to this policy to file a complaint or appeal for disciplinary decisions. | | 

Summary  
Link to QAR  
Link to compendium  
Link to safeguards  
KL