District Mission Statement
Strengthening Community Through Exceptional Schools

District Vision Statement
Exceptionally Educated Students by the Most Skilled and Highly Compassionate Staff
School Board Members

Kellie Smith  Melody Killens  Trinity Monahan  Bill Amos  Ryan Scholl

Handbook Committee Members

Jennifer Vanderschuere  Cris Gwilliam  Mark Janke  Lori Thompson
Principal  Principal  Vice Principal  Student Services
Columbia City Elementary  St. Helens Middle School  St. Helens Middle School

Ryan Scholl  Barbie Windsor  Stacey Mendoza
School Board  District Behavior  District Communications
Member  Specialist  Specialist

Cover photo courtesy of Jeremy Dueck
St. Helens School District

Core Values

Excellence NOW

Innovative Teaching & Learning
Integrity & Compassion
Effort and Courage
Diversity and Community Involvement
ST. HELENS

INNOVATIVE TEACHING & LEARNING

INTEGRITY & COMPASSION

EFFORT & COURAGE

DIVERSITY & COMMUNITY INVOLVEMENT

EXCELLENCE NOW!

SCHOOL DISTRICT
St. Helens School District is committed to the fundamental believe that success for all is possible. Safe and effective learning environments allow all students to experience success. All students can grow to reach their highest levels year after year and are college or career ready as high school graduates. The quality of education depends not only upon the responsibilities of students, but also upon the quality of relationships among students, families, teachers, administrators and other school personnel.

St. Helens School District strives to develop policies and procedures that will:

- Assure students that they can learn in a safe and respectful environment and can be treated in a fair, consistent, and non-discriminatory manner.
- Ensure family confidence in the ability of every school to provide a safe, inclusive climate that has staff who are highly compassionate and highly skilled.
- Help administrators, teachers, and other school personnel provide effective teaching and learning environments.

The intent of this resource handbook is to build partnerships with parents, guardians, families, and students to ensure positive school experiences for all.

Cultivating an academic culture of high expectations throughout the district requires the commitment of families and students, staff members, and community. Creating this culture also requires several critical conditions to encourage excellence—high expectations, expert instruction, positive relationships, and cultural competence.

Families are vital to the success of the school. They are strongly encouraged to reinforce the learning process at home, to encourage and model safe and respectful behaviors, to motivate their children to be interested in school, and to see that their children attend school regularly. Parents and families are welcome and encouraged to confer with teachers to find out how their children are progressing. It is our belief that families play a critical role in ensuring a high-quality education for their children.
**Families** can expect that all students learn and grow to reach their highest levels year after year and are college or career ready as high school graduates. They can expect a rigorous and high-quality education for each student through the school’s focus on the teaching and learning process and individual student growth. They can expect to receive regular communication regarding their student’s learning progress, positive accomplishments, and school activities.

**School and district staff** shall adhere to the district’s core values of innovative teaching and learning, integrity and compassion, effort and courage, and diversity and community involvement. All staff will teach, model, and reinforce a consistent set of behavioral expectations which lead to safe and positive environments, and success for students.

**Administrators** have the responsibility to assure that the educational needs of students are met, and that all members of the school community demonstrate excellence, high expectations, expert instruction, positive relationships, and cultural competence. Administrators will ensure that staff is provided the resources and professional development to implement and support innovative teaching and learning. They should clearly share their belief that school is a safe and inclusive place for high quality teaching and learning. Discipline policies should promote the development of a safe and positive school culture.

When all stakeholder groups, families, students, school personnel, and community work collaboratively and creatively to develop and maintain a safe, respectful, and inclusive environment; when families provide support and encouragement; when school personnel build meaningful relationships with students and provide effective and innovative teaching and learning environments then excellence can be achieved at St. Helens School District.
2019-20 Annual Notice for Statewide Tests

**ALL STUDENTS GRADUATE PREPARED**

In 2010, Oregon adopted higher K-12 standards in English Language Arts and Math to ensure all students move from grade to grade with the academic knowledge and skills necessary for success beyond high school. Because we raised the bar for what we expect students to know and be able to do, we have also changed the way we measure student progress through our state tests, known as Smarter Balanced.

**Why does participation matter?**

While no single test can give a complete picture of your child's progress, having your child take the statewide tests provides educators and administrators with information about what educational approaches are working and where additional resources are needed. Your child's participation is important to ensure schools and districts receive the targeted resources they need to help all students succeed.

**Description of rights**

House Bill 2655 permits parents and adult students to annually opt-out of Oregon's statewide summative tests in English Language Arts and Math by submitting an annual form to the school the student attends. Schools will provide parents with the annual form for 2019-20 at least 30 days prior to the start of testing. Visit this link to learn more about House Bill 2655: [http://tinyurl.com/OR-HB2655](http://tinyurl.com/OR-HB2655).

**OREGON’S STATE TESTS**

- **Challenge your child to think critically** and apply his or her knowledge to real-world problems
- **Go beyond multiple choice** and ask your child to explain his or her answers
- **Act as a snapshot of your child’s progress** and may be considered along with other pieces of information to determine your child's academic success
- **Help identify schools and districts that need additional supports to ensure more students are meeting higher standards**

**STATEWIDE TESTING WINDOWS**

English Language Arts & Math Tests
January 7 – June 5, 2020

**STAY INFORMED**

Talk to your child’s teacher or school principal if you have questions or want to learn more.

**Resources**

To learn more about what your child should know and be able to do in English Language Arts & Math: [http://tinyurl.com/ELARoadmap](http://tinyurl.com/ELARoadmap) & [http://tinyurl.com/MathRoadmap](http://tinyurl.com/MathRoadmap)

To view sample test questions: [http://tinyurl.com/ORPracticeTests](http://tinyurl.com/ORPracticeTests)

To read more about your child's test results: [http://tinyurl.com/ORTestResults](http://tinyurl.com/ORTestResults)
CODE OF CONDUCT: DISCIPLINARY INTERVENTIONS & RESPONSES TO STUDENT CONDUCT

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

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

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

Mitigating circumstances may include:

a. age
b. self-defense
c. lack of knowledge of rules
d. provocation
e. inability to reason
f. disability

Successful disciplinary practices have the following characteristics:

1. They are explicit, reasonable, and timely.
2. They are logical, fair, consistent, and developmentally appropriate.
3. They include a variety of prevention and intervention measures.

4. They provide the opportunity for parent/family and student participation.
5. They respond to individual differences among students with insight and sensitivity.
6. They ensure the opportunity for students to obtain an education.
7. They address the needs of the student who engage in the misconduct, the needs of those who were affected by the misconduct, and the needs of the overall school community.

LEVELS OF INTERVENTION AND DISCIPLINARY RESPONSE

Each level of intervention and discipline in this section may include the strategies described below but is not in any way limited to those strategies or options that are specifically listed. School personnel have the discretion to use interventions and/or discipline that is deemed appropriate to the conduct.

LEVEL 1

Classroom Interventions and responses. Quality classroom instruction and management result in increased student engagement and decreased behavioral issues. These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. Teachers are encouraged to try a variety of teaching and classroom management strategies.

- Restorative practice
- Community building/Restorative* circles
- Contact parent
- Verbal correction
- Reminders and redirection (e.g., role play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Parent or guardian accompany student to school
- Loss of classroom privileges
- Logical Consequences
- Teacher or student conference

School-Based Interventions. These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student’s support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student’s inappropriate or disruptive behavior.
LEVEL 2
Intensive support and administrative staff interventions and responses. These interventions can involve the school administration and aim to correct behavior by stressing the seriousness of the behavior while keeping the student in school.

- Parent or guardian notification
- Change in schedule or class
- Restorative* practice strategies
- Loss of privileges
- Restitution
- Conflict resolution
- Peer mediation
- Reprimand by appropriate administrator
- Referral to IEP or 504 team
- Assignment of work projects
- Mentoring

LEVEL 3
Suspension and referral responses. These interventions may involve the removal of a student from the school environment for up to seven days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while still adequately addressing the behavior.

- Parent or guardian notification
- Short-term suspension
- Restorative* practice strategies
- Referral to IEP team for manifestation determination for students with disabilities
- Revision to IEP or 504 (students with disabilities) as needed
- Referral to substance abuse counseling
- Referral to community organization (e.g., mentoring programs)

* Restorative: An approach to address behavioral issues by building relationships, developing community, repairing harm and resolving conflict.

LEVEL 4
Extended suspension and referral responses. These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student in an alternative environment that provides additional structure to address behavior. These interventions focus on maintaining the safety of the school community and ending self-destructive and dangerous behavior.

- Parent or guardian notification
- Extended suspension between 8-10 days
- Expulsion (serious behavioral infractions; more than 10 days)
- Restorative* practice strategies
- Referral to IEP team for manifestation determination for students with disabilities
- Revision to IEP or 504 (students with disabilities) as needed
- Alternative educational placement
- Referral to substance abuse counseling

Suspension/Expulsion Process

a. Suspension Process
Suspension (in or out of school) temporarily removes from a student the right of attending school or school activities and/or being on District school property. After reviewing available information, suspensions may be made by the principal, or assistant principal with the approval of the principal. The length of the suspension shall be determined by the severity of the act and previous behavior of the student.

The suspending administrator may postpone these procedures if there is a risk that harm will occur if the suspension does not take place immediately. In all cases, an administrator will notify the parent/guardian by letter and, when possible, by telephone, and the procedure for reinstatement will be explained. There is no appeal process beyond the school principal.

The period of suspension is not to exceed a maximum of ten (10) school days. In specific circumstances, a suspension may be continued until some specific pending action occurs such as physical or mental examination or incarceration by court action.
In cases involving use of alcohol/drugs, possession of alcohol/drugs, or being under the influence of alcohol/drugs, up to a ten (10) school days suspension period will be imposed.

### a. Expulsion Process

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

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

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

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

In cases where students are being recommended for expulsion for violations of the following codes, a Safety Plan and Student Threat Assessment Team (STAT) / Sexual Incident Response (SIRC) paperwork must be submitted as part of the Expulsion Packet.

- **Code 2** – Assault, Code 4 – Bullying / Harassment
- **Code 12** – Fighting
- **Code 13** – Fire Setting / Attempted Fire Setting / Fire Play
- **Code 14** – Fire Tools / Ignition Sources, Code 22 – Secret Societies / Gangs
- **Code 23** – Sexual Harassment, Code 27 – Threats / Menacing / Hate Lists
- **Code 32** – Weapons: Dangerous or Deadly, other than Firearms, Knives, and Explosive Devices
- **Code 33** – Weapons: Explosive Device
- **Code 34** – Weapons: Firearms
- **Code 35** – Weapons: Knives and Look-Alike Knives
- **Code 36** – Weapons: Look-Alike Explosive Devices, Firearms, or Other Dangerous or Deadly Weapons
- **Code 37** – Weapons: Others

In addition, as part of the Expulsion Packet, the principal should address the following questions:

1. What interventions have been helpful in the past for this student?
2. What are some key components of an effective alternative setting for this student?
3. Could an administrative transfer to another SHSD school be an option for this student, in lieu of expulsion? Please explain.
4. Does the student have certain protective factors present in your building (extracurricular activities, positive adult relationships, a positive peer group, etc.) that could be further explored and included in a comprehensive safety plan in lieu of expulsion?
5. What are the student’s strengths?

### b. Search and Inspection

If school officials have reasonable suspicion to believe that a student either personally possesses or is in possession of some item that poses an immediate threat to the safety of the student, the official, or others at school, they are authorized to search the student and his/her personal property, or any School District property used by the student, and seize any items deemed injurious or detrimental to the safety, health, and welfare of the students and staff. Likewise, school officials may seize any item the school official believes demonstrates a violation of a law or school rule. Students are prohibited from using or possessing dangerous weapons, firearms, ammunition, hit or threat lists, dangerous instruments, and/or hazardous or explosive materials or devices.

To further protect students and provide a safer school environment, random inspections of lockers and other...
student storage areas may also occur at any time. These areas remain in the possession and control of the school.

In addition, as part of the Expulsion Packet, the principal should address the following questions:

6. What interventions have been helpful in the past for this student?
7. What are some key components of an effective alternative setting for this student?
8. Could an administrative transfer to another SHSD school be an option for this student, in lieu of expulsion? Please explain.
9. Does the student have certain protective factors present in your building (extracurricular activities, positive adult relationships, a positive peer group, etc.) that could be further explored and included in a comprehensive safety plan in lieu of expulsion?
10. What are the student’s strengths?

c. Search and Inspection

If school officials have reasonable suspicion to believe that a student either personally possesses or is in possession of some item that poses an immediate threat to the safety of the student, the official, or others at school, they are authorized to search the student and his/her personal property, or any School District property used by the student, and seize any items deemed injurious or detrimental to the safety, health, and welfare of the students and staff. Likewise, school officials may seize any item the school official believes demonstrates a violation of a law or school rule. Students are prohibited from using or possessing dangerous weapons, firearms, ammunition, hit or threat lists, dangerous instruments, and/or hazardous or explosive materials or devices.

To further protect students and provide a safer school environment, random inspections of lockers and other student storage areas may also occur at any time. These areas remain in the possession and control of the school when they are assigned for student use. Students may use student storage areas for the limited purpose of temporarily keeping items needed for classes and other school activities. Students shall expect that lockers and other student storage areas will be inspected by the school from time to time without prior notice to assure that such areas are not being used for any unauthorized purpose. Students have no reasonable expectation of privacy in lockers and student storage areas. Prohibited items will be removed and held by the school. Any items removed during an inspection will be returned to the student, the student’s parents or held for the police as necessary. Students will be disciplined if any prohibited items are found.

Items held or confiscated by the school will be evaluated for return to the proper owner upon completion of an investigation or a disciplinary action. Contraband or unlawful items, the possession of which violate the St. Helens School District Student & Family Handbook, St. Helens School District policy, state laws, and/or federal laws shall not be returned to the student or to any representative of the student; such items shall be turned over to law enforcement officials. Other items left unclaimed after an investigation or disciplinary action will be disposed of by the school.

Disciplinary Procedures: Special Education & Section 504

Special procedures must be followed if a disabled student is suspended or expelled, and a relationship is shown between the behavior and the disability. (See “Special Education and Section 504” on pg. 51) If an expulsion hearing is requested, the student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent. The school district’s attorney may be present.

The student will be afforded the right to present his/her version of the charges and to introduce evidence by testimony, writings or other exhibits at the expulsion hearing.

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

For students with disabilities, the right to due process is extended through IDEA and Section 504 of the Rehabilitation Act of 1973.
A Student’s Right to Hear His or Her Accuser

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

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

Required Reports to Law Enforcement

Violations of the District’s rules related to guns and dangerous weapons, vandalism, the intentional or reckless destruction of material amounts of school property and causing severe bodily injury must be reported to the police. A school official shall inform the appropriate law enforcement agencies when a student is suspected of committing other illegal acts on the school campus or at a school-sponsored activity.

Fire Marshal

When a student violates Code 13, the fire marshal at Columbia River Fire and Rescue and the Public Safety Officer will be contacted. The fire marshal will assess the behavior of the person in question and will collaborate with district staff to determine appropriate response.

Required Reports to Public Safety Officer

School administrators will notify the Public Safety Officer of all incidents of guns / deadly weapons on campus, as well as serious and credible threats and “hate list” incidents.

Denial of Admission to Regular School Program

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

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

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

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

Special Education Services must be provided during the expulsion period.
## STUDENT CONDUCT OFFENSE

<table>
<thead>
<tr>
<th>DISCIPLINARY RESPONSE</th>
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<tbody>
<tr>
<td>Min--------Max</td>
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<tr>
<td>Level 1</td>
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<td>Level 3</td>
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<td>Level 4</td>
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<table>
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<tr>
<th>LEVEL 1</th>
<th>STUDENT CONDUCT OFFENSE</th>
<th>DISCIPLINARY RESPONSE</th>
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<tr>
<td>Classroom Support and School-Based Interventions-aim to correct alternative behavior.</td>
<td>ACADEMIC INTEGRITY – CODE 1</td>
<td>X X X X</td>
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<td>LEVEL 2</td>
<td>ALCOHOL - CODE 2</td>
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<tr>
<td>Intensive support and administrative staff interventions-aim to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been in place but the behavior has continued to negatively affect the learning environment.</td>
<td>DISTRIBUTING OR SHARING</td>
<td>X X X</td>
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<tr>
<td>LEVEl 3*</td>
<td>ASSAULT - CODE 3</td>
<td>X X X X</td>
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<tr>
<td>Suspension and Referral Responses-appropriate interventions and when supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior. *Record in Synergy</td>
<td>SELLING</td>
<td>X</td>
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<td>LEVEL 4*</td>
<td>AUTOMOBILE MISUSE - CODE 4</td>
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<tr>
<td>Extended Suspension and Expulsion-appropriate when the student’s behavior seriously affects the safety of themselves or others in the school environment. *Record in Synergy</td>
<td>BULLYING/HARASSMENT - CODE 5</td>
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<td>SYNERGY REQUIRES VICTIMS NAME</td>
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<td></td>
<td>HARASSING, INTIMIDATING, BULLYING OR CYBERBULLYING</td>
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<tr>
<td></td>
<td>a. Harassment</td>
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<td>b. Disability</td>
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<td>c. Racial</td>
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<td>Must be coded by type of bullying/harassment</td>
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<td>MINOR DISRUPTIONS (EATING, NOISE, ETC.)</td>
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<td>SERIOUS DISRUPTIONS (PHYSICAL)</td>
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<td>CLOSED CAMPUS - CODE 7</td>
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<td>LEAVING SCHOOL PROPERTY WITHOUT PRE-ARRANGED PERMISSION ON FILE</td>
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<td>DANGEROUS DRUGS - CODE 8</td>
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<td>DEFIANCE OF AUTHORITY - CODE 9</td>
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## LEVEL 1

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

<table>
<thead>
<tr>
<th>MIN</th>
<th>LEVEL 1</th>
<th>LEVEL 2</th>
<th>LEVEL 3</th>
<th>LEVEL 4</th>
<th>*Law Enforcement may be contacted</th>
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<tr>
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<td>Intensive support and administrative staff interventions—aim to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been in place but the behavior has continued to negatively affect the learning environment.</td>
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<td>Suspension and Referral Responses—appropriate interventions and when supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.</td>
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<td>Level 4*</td>
<td>Extended Suspension and Expulsion—appropriate when the student’s behavior seriously affects the safety of themselves or others in the school environment.</td>
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## Disciplinary Offense

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<tr>
<th>STUDENT CONDUCT OFFENSE</th>
<th>DISCIPLINARY RESPONSE</th>
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<tbody>
<tr>
<td>DISORDERLY OR DISRUPTIVE CONDUCT - CODE 10</td>
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<tr>
<td>DISRUPTIVE APPEARANCE/STUDENT DRESS - CODE 11</td>
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<td>EXTORTION - CODE 12</td>
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<tr>
<td>FIGHTING - CODE 13</td>
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<tr>
<td>FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY - CODE 14 (Contact Fire Marshall)</td>
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<td>FIRE TOOLS/IGNITION SOURCES - CODE 15</td>
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<td>FORGERY, LYING OR ACADEMIC INTEGRITY - CODE 16</td>
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<td>GAMBLING - CODE 17</td>
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<tr>
<td>RECKLESSLY ENDANGERING - CODE 22</td>
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*Record in Synergy
LEVEL 1
Classroom Support and School-Based Interventions-aim to teach correct alternative behavior.

LEVEL 2
Intensive support and administrative staff interventions-aim to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been in place but the behavior has continued to negatively affect the learning environment.

LEVEL 3*
Suspension and Referral Responses-appropriate interventions and when supports have been put in place but the behavior is escalating (repeatedly) or because of the severity of the behavior.
*Record in Synergy

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<tr>
<td></td>
<td>Level 1  Level 2  Level 3  Level 4  Law Enforcement may be contacted</td>
</tr>
<tr>
<td>SECRET SOCIETIES/GANGS - CODE 23</td>
<td>X X X X X</td>
</tr>
<tr>
<td>SEXUAL HARASSMENT - CODE 24 (Follow Sexual Incidence Response Committee (SIRC))</td>
<td>X X X X X</td>
</tr>
<tr>
<td>TARDINESS - CODE 25</td>
<td>X X</td>
</tr>
<tr>
<td>TECHNOLOGY MISUSE - CODE 26</td>
<td>X X X X</td>
</tr>
<tr>
<td>THEFT - CODE 27</td>
<td>X X X X X</td>
</tr>
<tr>
<td>THREATS/MENACING/HATE LISTS - CODE 28 **ORS 339.327 (Follow STAT Protocol)</td>
<td>X X X X</td>
</tr>
<tr>
<td>TOBACCO/NICOTINE - CODE 29</td>
<td>X X X</td>
</tr>
<tr>
<td>TRESPASSING - CODE 30</td>
<td>X X X X</td>
</tr>
<tr>
<td>UNEXCUSED ABSENCE - CODE 31</td>
<td>X X</td>
</tr>
<tr>
<td>VANDALISM - CODE 32</td>
<td>X X X X</td>
</tr>
<tr>
<td>WEAPONS: DANGEROUS OR DEADLY, OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES - CODE 33</td>
<td>X X X</td>
</tr>
<tr>
<td>WEAPONS: EXPLOSIVE DEVICES - CODE 34</td>
<td>X X</td>
</tr>
</tbody>
</table>

STUDENT CONDUCT OFFENSE

SECRET SOCIETIES/GANGS - CODE 23
Participating in a secret society or gang-related activities

SEXUAL HARASSMENT - CODE 24 (Follow Sexual Incidence Response Committee (SIRC))
Sexual harassment that is verbal, visual, written, electronic, or physical in nature

TARDINESS - CODE 25
Arriving late to school and/or class

TECHNOLOGY MISUSE - CODE 26
Failure to comply with the District’s “Electronic Communication Agreement”

THEFT - CODE 27
Taking, giving, selling or receiving property not belonging to you

THREATS/MENACING/HATE LISTS - CODE 28 **ORS 339.327 (Follow STAT Protocol)
An intentional, serious threat by word or act which places another person in fear of imminent serious physical injury

TOBACCO/NICOTINE - CODE 29
Tobacco use, possession, sharing, and/or distribution

TRESPASSING - CODE 30
Entering or remaining unlawfully in School District buildings

UNEXCUSED ABSENCE - CODE 31
Any absence which has not been excused by parent or legal guardian and/or appropriate school staff

VANDALISM - CODE 32
Intentionally damaging, defacing or destroying property

WEAPONS: DANGEROUS OR DEADLY, OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES - CODE 33
The use, possession or sale of a dangerous or deadly weapon

WEAPONS: EXPLOSIVE DEVICES - CODE 34
The use, possession, or sale of an explosive device or material
### LEVEL 1

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

### LEVEL 2

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

### LEVEL 3*

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

*Record in Synergy

### LEVEL 4*

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

*Record in Synergy

<table>
<thead>
<tr>
<th>STUDENT CONDUCT OFFENSE</th>
<th>DISCIPLINARY RESPONSE</th>
<th>Min--------Max</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Level 1</td>
</tr>
<tr>
<td>WEAPONS: FIREARMS - CODE 35 **ORS 339.315</td>
<td>The use, possession, or sale of a firearm</td>
<td>X</td>
</tr>
<tr>
<td>WEAPONS: KNIVES AND LOOK-ALIKE KNIVES - CODE 36</td>
<td>The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length</td>
<td>X</td>
</tr>
<tr>
<td>WEAPONS: LOOK-ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS - CODE 37</td>
<td>The possession, use, or threat of use of a look-alike explosive device, firearm, or other dangerous or deadly weapons</td>
<td>X</td>
</tr>
<tr>
<td>WEAPONS: OTHERS - CODE 38</td>
<td>The use or threat of use of a weapon, device, instrument, material, or substance which, under the circumstances in which it is used, attempted to be used, or threatened to be used, is readily capable of causing physical injury</td>
<td>X</td>
</tr>
</tbody>
</table>
STUDENT CONDUCT OFFENSES

**ACADEMIC INTEGRITY- CODE 1**
Cheating, plagiarizing, presenting another person’s work as your own or any misrepresentation of the truth about your work.

<table>
<thead>
<tr>
<th>Level</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Level 1</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 2</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 3</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Level 4</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**ALCOHOL - CODE 2**

*Law Enforcement and Public Safety Office should be contacted*

<table>
<thead>
<tr>
<th>Offense</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use, Possession and/or Intent to Possess</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Distributing or Sharing</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Selling</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

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

**Alcohol and/or Dangerous Drugs**

**Use, Possession and/or Intent to Possess**

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

For drug and alcohol offenses committed by students with disabilities on IEP’s, special education discipline due process protections must be followed. (See Special Education and Section 504, pg. 28). Note that for a student with a disability under Section 504 who is currently engaged in the illegal use of drugs or alcohol, a school may take any disciplinary measures pertaining to the use of possession of illegal drugs or use of alcohol as is taken for students without disabilities. No manifestation determination or due process procedures are required. However, a student with a disability under Section 504 who is not currently engaged in the illegal use of drugs or alcohol who commits a drug/alcohol offense, such as the possession, sale or distribution of drugs or alcohol, is afforded Section 504 protections, including a manifestation determination and due process procedures.

**First Offense**

The principal or assistant principal shall:

1. Notify and request a conference with the parents/guardians of the student.
2. Suspend the student for the violation of the District rules for up to ten (10) school days, with the expulsion recommendation pending.
3. Turn over all drug-related evidence to the appropriate law enforcement agency.
4. Require that for a student to be readmitted into the District educational programs, a chemical abuse evaluation be performed by an approved third party, off campus, at the parent’s expense. The results of the evaluation and/or chemical dependency Level 1, 2, 3 or 4 treatment, if required, must be submitted to the principal or designee. The student and parents/guardians must agree to fulfill the recommendation of the evaluator and submit necessary progress reports to the principal or designee.
If the evaluation does not recommend treatment, upon readmittance into school, a student shall be required to attend classes, or a District approved alternative.

If Level 1, 2, 3 or 4 treatments for chemical dependency is recommended, the student and parents/guardians must agree to fulfill the recommendation of the evaluator. They must also agree to fulfill the treatment plan until they are exited from treatment by the provider. Those students who enter Level 1 or higher treatment for chemical dependency are not required to enroll classes.

A recommendation for expulsion will be made if the student who is diagnosed as “no treatment recommended” fails to attend the required classes. If the student or parent/guardian refuses to permit the evaluation and any recommended Level 1, 2, 3 or 4 chemical dependency treatment, a recommendation for expulsion will be made to the district to the full extent of the law.

Second Offense and/or Subsequent Offenses
The principal or assistant principal shall:
1. Notify and request a conference with parents/guardians of the student.
2. Suspend the student for the violation of the District rules for ten (10) school days pending a recommendation to expel up to the full extent of the law.
3. Notify appropriate law enforcement.
4. Turn over all drug related evidence to the appropriate law enforcement agency.

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

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

First Offense
The principal or assistant principal shall:
1. Notify and request a conference with the parents/guardians of the student.
2. Suspend the student for the violation of District rules for ten (10) school days, pending a recommendation to expel.
3. Notify appropriate law enforcement/ juvenile agency.
4. Turn over all drug related evidence to the appropriate law enforcement agency.
5. Require that for a student to be readmitted into the District educational programs, a chemical abuse evaluation be performed by an approved third party, off campus, at the parent’s expense. The results of the evaluation and/or chemical dependency Level 1, 2, 3 or 4 treatment, if required, must be submitted to the principal or designee. The student and parents/guardians must agree to fulfill the recommendation of the evaluator and submit necessary progress reports to the principal or designee.

If the evaluation does not recommend treatment, upon readmittance into school, a student shall be required to attend the classes, or a District approved alternative. The Insight program is a series of 3 evening classes that both the student and at least one parent must attend together. The program includes information on the physical, mental and legal impacts of use, as well as risk factors, prevention tips, community resources and family communication and problem-solving skills.

If Level 1, 2, 3 or 4 treatments for chemical dependency is recommended, the student and parents/guardians must agree to fulfill the recommendation of the evaluator. They must also agree to fulfill the treatment plan until they are exited from treatment by the provider. Those students who enter Level 1 or higher treatment for chemical dependency are not required to enroll in the classes.
A recommendation for expulsion will be made if the student who is diagnosed as “no treatment recommended” fails to attend the required classes. If the student or parent/guardian refuses to permit the evaluation and any recommended Level 1, 2, 3 or 4 chemical dependency treatment, a recommendation for expulsion will be made to the Executive Director up to the full extent of the law.

**Second Offense and/or Subsequent Offenses**
The principal or assistant principal shall:

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

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

**Selling**
Students who sell or trade alcohol and/or other dangerous drugs to another student or person at school, while traveling to and from school, at school sponsored events, while at other schools in the District, and while off campus, whenever such conduct has a direct effect on the discipline or general welfare of the school, shall be expelled from the School District up to the full extent of school rules and the law.

**Alternative Placement/Special Education**
When a student on an Individual Education Plan (IEP) is expelled for any drug or alcohol violation, the student’s IEP/Placement team will meet. The team will discuss and determine placement ensuring the student continues to be provided services in order to participate in the general curriculum and make progress toward achieving the goals in the student’s IEP.

For students who are eligible for services under Section 504, the student's 504 team should meet, review the 504 plan and determine next steps as outlined in state and federal guidelines.

<table>
<thead>
<tr>
<th>ASSAULT - CODE 3</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Law Enforcement and Public Safety Office should be contacted</em></td>
</tr>
<tr>
<td>Lv 1</td>
</tr>
<tr>
<td>Intentionally, knowingly or recklessly causing physical injury to another</td>
</tr>
</tbody>
</table>

Intentionally, knowingly or recklessly causing physical injury to another. *(See Codes 12 & 20: Fighting and Physical Altercation Minor)*

<table>
<thead>
<tr>
<th>AUTOMOBILE MISUSE - CODE 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lv 1</td>
</tr>
<tr>
<td>Not following rules and regulations concerning vehicles on school premises</td>
</tr>
</tbody>
</table>

Not following rules and regulations concerning vehicles on school premises. Students driving licensed motor vehicles shall register the vehicle with the school office and should park in the designated areas. Registered cars are not to be used during the school hours without parental permission and/or school authorization. Only high school students are permitted to drive a motor vehicle to school. *(See Attendance and Driver’s Permit and License, pg. 46)*
### BULLYING/HARASSMENT - CODE 5

<table>
<thead>
<tr>
<th>Synergy requires victims names</th>
</tr>
</thead>
<tbody>
<tr>
<td><em>Law Enforcement and Public Safety Office should be contacted</em></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Harassing, intimidating, bullying or cyberbullying</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

(See Code 23 & 27: Sexual Harassment and Threats/Menacing/Hate Lists)

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

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

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

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

### BUS MISCONDUCT - CODE 6

<table>
<thead>
<tr>
<th>Minor Disruptions (eating, noise, etc.)</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Serious Disruptions (attacking students)</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
</tbody>
</table>

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

**Bus Misconduct**

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

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

1. The student is prohibited from fighting, wrestling, or what is defined as other boisterous activities.
2. The student shall use the emergency door only in case of emergency.
3. The student shall be on time for the bus both morning and evening.
4. The student shall not bring animals (except approved guide animals), glass, firearms, weapons, or other potentially hazardous material on the bus.
5. The student shall remain seated while the bus is in motion.
6. The student may be assigned a seat by the bus driver.
7. When necessary to cross the road, the student shall cross in front of the bus or as instructed by the bus driver.
8. The student shall not extend his/her hands, arms, or head through bus windows.
9. The student shall have written permission to leave the bus at a point other than at home or school.
10. The student shall converse in what is defined as normal tones; loud or vulgar language is prohibited.
11. The student shall not open or close windows without permission of the driver.
12. The student shall not throw items out of open bus windows.
13. The student shall keep the bus clean and must refrain from damaging the bus.
14. The student shall be courteous to the driver, to other students, and to passersby.
15. The student shall refrain from eating or drinking on the bus unless specific permission is granted by the driver.
16. Inflated balloons/latex products within the bus and/or out of open bus windows are banned on all buses for safety and health reasons. This includes inflated balloons that are not latex (such as mylar balloons). The safety and health reasons for the ban are:
   a. Safety—possible restricted vision by bus drivers by allowing inflated balloons on school buses.
   b. Health—possible allergic reactions to latex products by students/other passengers.

<table>
<thead>
<tr>
<th>CLOSED CAMPUS - CODE 7</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaving school property without prearranged permission on file</td>
<td>X</td>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Leaving school property without approved prearranged permission on file in the school office.

<table>
<thead>
<tr>
<th>DANGEROUS DRUGS - CODE 8</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Under the influence</td>
<td></td>
<td>X</td>
<td>X</td>
<td></td>
</tr>
<tr>
<td>Using or possessing</td>
<td></td>
<td></td>
<td>X</td>
<td>X</td>
</tr>
<tr>
<td>Selling or distributing</td>
<td></td>
<td></td>
<td></td>
<td>X</td>
</tr>
</tbody>
</table>

Using, possessing, taking affirmative action to possess, selling, distributing, sharing, remaining in a place where you knowingly permit others to sell, keep or use drugs; or being under the influence of drugs or other intoxicants; or the use, possession, selling, distribution of any substance promoted as a dangerous drug. Possessing any drug paraphernalia. Drug paraphernalia includes, but is not limited to, electronic cigarettes, electronic hookahs, “vape” pens and other emitting devices when there is evidence that such devise is being used in conjunction with dangerous drugs as define in this section. A dangerous drug is defined as: any drug obtainable with or without a prescription that has been used in a manner dangerous to the health of the user. This includes, but is not limited to, marijuana, cocaine, heroin, stimulants, depressants, hallucinogens, “Spice,” “Molly,” bath salts, and other substances which, under the circumstance in which it is used, or is attempted to be used, can harm the health of that student or others. (See Code 19: Medication)
### DEFIANCE OF AUTHORITY - CODE 9

<table>
<thead>
<tr>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Refusal to follow the reasonable requests of District personnel and/or designated authority</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

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

### DISORDERLY OR DISRUPTIVE CONDUCT - CODE 10

<table>
<thead>
<tr>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Language or behavior which disrupts and/or interferes with the educational process</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Language or behavior which disrupts and/or interferes with the educational process. *(See Code 21: Recklessly Endangering)*

### DISRUPTIVE APPEARANCE/STUDENT DRESS - CODE 11

<table>
<thead>
<tr>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Failure to meet dress and/or grooming standards</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Dress and grooming are primary responsibilities of students and parents/guardians. However, students may be directed to change dress or grooming if it interferes with the learning process or school climate, is unclean, or threatens the health or safety of the student or others. Clothing, jewelry, or wording/graphics on clothing or on the person (e.g., tattoos) that is sexually suggestive, drug or alcohol-related, vulgar, which depicts violence, insulting, gang membership related, or ridicules a particular person or group may be prohibited.

**Dress and Grooming**

Dress and grooming shall be in keeping with health, sanitary and safety practices.

a. When a student is participating in school activities, his/her dress and grooming shall not disrupt the performance or constitute a health threat to the individual or other students.

b. Dress and grooming standards may be established by school authorities as a requirement for participation in the school activity program.

c. Dress and grooming that disrupts the learning process shall not be permitted. Immodest attire may be disruptive. When immodest attire is considered disruptive, the student will be expected to alter the mode of dress.

d. Students shall not wear clothing, jewelry, emblems, badges, signs, tattoos or other symbols that are evidence of membership or affiliation in any gang.

### EXTORTION - CODE 12

<table>
<thead>
<tr>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demanding money or something of value in return for protection from violence or threat of violence</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Demanding money, or something of value (e.g., lunches) from another person in return for protection from violence or threat of violence. *(See Code 26: Theft)*
FIGHTING - CODE 13

Lv 1  Lv 2  Lv 3  Lv 4
A hostile physical encounter between individuals  X  X  X

A hostile physical encounter between two or more individuals. (See Codes 2 & 20: Assault and Physical Altercation Minor)

FIRE SETTING/ATTEMPTED FIRE SETTING/FIRE PLAY - CODE 14

*Law Enforcement and Public Safety Office should be contacted

Lv 1  Lv 2  Lv 3  Lv 4
Using fire to destroy or attempt to destroy property  X  X


FIRE TOOLS/IGNITION SOURCES - CODE 15

Lv 1  Lv 2  Lv 3  Lv 4
Possession of, threatening to use, or the deliberate act of using fire tools or other ignition sources  X  X

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

FORGERY, LYING OR ACADEMIC INTEGRITY - CODE 16

Lv 1  Lv 2  Lv 3  Lv 4
Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth  X  X  X

Writing or giving false or misleading information to school officials by forging parent’s, guardian’s, or any other person’s signature on any letter, electronic communication, or other school document; cheating, plagiarizing turning in another person’s papers, projects, computer programs, etc., as the student’s own; and/or any other misrepresentation of the truth.

GAMBLING - CODE 17

Lv 1  Lv 2  Lv 3  Lv 4
Participating in games of chance for the purpose of exchanging money and other things of value  X  X

Participating in games of chance for the purpose of exchanging money and other things of value.

LEWD CONDUCT/PROFANITY - CODE 18

Lv 1  Lv 2  Lv 3  Lv 4
Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured  X  X  X

Indecent exposure and/or the use of obscenity, profanity, whether oral, written, or gestured. This includes possession, selling, sharing, and distribution of lewd materials. If appropriate, law enforcement may also be notified. (See Code 23: Sexual Harassment)
LOITERING - CODE 19

Unsupervised students present in an unauthorized location on school grounds during or outside of school hours

X
X

Students are not to be in the building before or after school hours unless they are supervised by an adult. Students are not to be in unauthorized locations during school hours. This policy is being implemented to decrease theft, vandalism and to create a safe school environment. Students who are staying after school should be in their supervised area 30 minutes after school ends. Students who are loitering after school hours will be escorted out of the building.

MEDICATION - CODE 20

Distribution, sharing, and/or selling of prescription or over the counter medications or supplements

Distribution, sharing, and/or selling of controlled substance (prescription medication), or the distribution, sharing of non-medical use of prescription or over the counter medications or supplements, is prohibited. The use or possession or taking affirmative action to possess any drug prescribed to anyone other than the prescribed user is prohibited. Possession and use of medication is allowed if the parent/guardian and student follow District policy procedures on administering medicines to students. District Administrative Regulation JHCD-AR addresses this issue. (See Code 7: Dangerous Drugs)

PHYSICAL ALTERCATION MINOR - CODE 21

Confrontation, tussle, or physical aggression that does not result in injury

Recklessly endangering - CODE 22

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

SECRET SOCIETIES/GANGS - CODE 23

Oregon law prohibits the existence of any secret society in public school including sororities and fraternities (ORS 339.885). A secret society is an organization composed of students which has an element of purpose which is concealed from the public and shared only confidentially among members of the organization. The St. Helens School District considers street gangs and similar organizations, including, but not limited to, such groups as “Bloods,” “Crips,” “Skinheads,” etc., to be secret societies. Students who participate in gang-related activities at school or school functions - such as possession or display of gang-related clothing, symbols, or paraphernalia; distribution of gang literature or materials; display of gang-related posters or graffiti, signs or signals, harassment or intimidation of others; or recruitment for gang membership - will be subject to strict disciplinary measures.
Students who participate in gang-related activities at school or school functions — such as possession or display of gang-related clothing, symbols, or paraphernalia; distribution of gang literature or materials; display of gang-related posters or graffiti, signs or signals, harassment or intimidation of others; or recruitment for gang membership — will be subject to a range of interventions and/or disciplinary action. Gang related items may be confiscated by school staff.

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

**First Offense or Incident of Concern**
The principal or assistant principal shall:

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

**Second Offense (OR confirmed gang involvement)**
The principal or assistant principal shall:

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

**Third Offense (OR gang behavior that poses a safety concern or disrupts the learning environment)**
The principal or assistant principal shall:

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

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

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

**SEXUAL HARASSMENT - CODE 24**

<table>
<thead>
<tr>
<th>Sexual harassment is verbal, visual, written, electronic, or physical and nature</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
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<tbody>
<tr>
<td>X</td>
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<td>X</td>
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</table>

*Law Enforcement and Public Safety Office should be contacted*
includes unwelcome sexual advances, requests for sexual favors, and/or physical touching. More subtle forms of harassment such as unwelcome posters, cartoons, caricatures, and jokes of a sexual nature are also prohibited. (See Codes 4, 27 & 17: Bullying/Harassment, Threats/Menacing/Hate Lists and Lewd Conduct/Profanity.)

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

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

### TARDINESS - CODE 25

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lv 1</td>
<td>Arriving late to school and/or class</td>
</tr>
<tr>
<td>Lv 2</td>
<td>Arriving late to school and/or class</td>
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<tr>
<td>Lv 3</td>
<td></td>
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<tr>
<td>Lv 4</td>
<td></td>
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</tbody>
</table>

**Arriving late to school and/or class.**

### TECHNOLOGY MISUSE - CODE 26

<table>
<thead>
<tr>
<th>Level</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lv 1</td>
<td>Failure to comply with the District’s “Electronic Communication Agreement”</td>
</tr>
<tr>
<td>Lv 2</td>
<td>Failure to comply with the District’s “Electronic Communication Agreement.”</td>
</tr>
<tr>
<td>Lv 3</td>
<td>Failure to comply with the District’s “Electronic Communication Agreement.”</td>
</tr>
<tr>
<td>Lv 4</td>
<td>Failure to comply with the District’s “Electronic Communication Agreement.”</td>
</tr>
</tbody>
</table>

**Failure to comply with the District’s “Electronic Communication Agreement.”**

**Technology Misuse**

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

- telephone
- fax
- cameras
- social media
- e-mail
- voice mail
- text messaging
- online file storage
- web pages
- Wired and Wireless networks

The use of District hardware, software, and communication systems is to support learning and research. This includes internal/external access to information services, databases, and other communication tools. Personal computer and communication devices may be connected to the District Guest Network only; network access and use is limited to St Helens School District hardware. Personal computers and communication devices may be used with the understanding that all expectations and criteria listed below apply.

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

Use and possession of personal communication devices (i.e. cell phones, pagers, personal digital assistants (PDA), portable music players) are allowed on District property and at school-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment, school-sponsored activities or violate
School Board policies, administrative regulations, school or classroom rules, state and federal law.

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

- It is expected that all users will understand and comply with all District regulations and with all legal requirements related to the use of electronic communications.

- The District’s electronic tools and resources shall be used for educational purposes consistent with the District’s mission, priorities and beliefs. Educational purposes do not include commercial use, use for personal financial gain or political advocacy. Students have no reasonable expectation of privacy with respect to use of the District’s computer or communication systems.

- Users shall employ electronic communications in a thoughtful manner that is respectful of the language and content sensitivities of individuals and that is appropriate within an educational environment.

- All communications shall be conducted so that both sender and recipient are fully and accurately identifiable.

- All communications shall be positive and constructive in tone.

- Users shall work to protect the integrity and reliability of the electronic tools and communications systems.

- Users shall maintain personal responsibility for all non-approved financial obligation incurred while using the electronic communication services.

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

- Violating the privacy of students and employees of the District.

- Using profanity, obscenity or other language which may be harassing to another user.

- Attempts to obtain access to restricted sites, servers, files, databases, and unauthorized access to systems.

- Reposting personal communications without the author’s prior consent.

- Using, copying and/or posting commercial software in violation of copyright law, board policies, or administrative regulations.

- Using District technology for personal financial gain, for any commercial or illegal activity, or for promoting the use of tobacco, alcohol or other drugs.

- Spreading computer viruses, Trojan horses, or any other malware in an attempt to degrade, disrupt or monitor the content of transmissions.

- Downloading, storing or printing files or messages that are profane, obscene or that use language that defames another.

- Using hardware, software or network services in violation of copyright or vendor agreements. This includes copying or transmitting software programs for installation on non-District equipment.

- Other uses that have no reasonable basis for improving the teaching or learning of the District curriculum.

- Using the phone system or fire alarm system to disrupt the operations of the school or the educational environment.

**THEFT - CODE 27**

<table>
<thead>
<tr>
<th><em>Law Enforcement and Public Safety Office should be contacted</em></th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Taking, giving, selling or receiving property not belonging to you</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Taking, giving, selling or receiving property not belonging to you. Knowingly possessing any stolen property or property reported lost or missing. *(See Code 11: Extortion)*
THREATS/MENACING/HATE LISTS - CODE 28

Lv 1  Lv 2  Lv 3  Lv 4
An intentional, serious threat by word or act which places another person in fear of imminent serious physical injury  X  X  X

An intentional, serious threat by word (electronic, telephone, written or spoken) or act (including physical, verbal and/or bullying/threatening), which places another person in fear of imminent serious physical injury (ORS 339.250[3]). This includes, but is not limited to, words, target lists, surveys or conduct directed toward another person. Intimidation, threats and/or menacing are not limited to the protective classes of race, gender, color, religion, national origin, sexual orientation or disability. Violation could result in a referral to an appropriate law enforcement agency. (See Codes 4 & 23: Bullying/Harassment and Sexual Harassment)

TOBACCO/NICOTINE - CODE 29

Lv 1  Lv 2  Lv 3  Lv 4
Tobacco use, possession, sharing, and/or distribution  X  X

The use, possession, sharing, and/or distribution of:

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

TRESPASSING - CODE 30

Lv 1  Lv 2  Lv 3  Lv 4
Entering or remaining unlawfully in School District buildings  X  X  X

Being present in unauthorized places or refusing to leave when asked to do so by District personnel and/or designated authority. Entering or remaining unlawfully in School District buildings or on any part of District property or adjacent areas. (See Visitors and Volunteers, pg. 11)

UNEXCUSED ABSENCE - CODE 31

Lv 1  Lv 2  Lv 3  Lv 4
Any absence which has not been excused by parent or legal guardian and/or appropriate school staff  X  X  X

Any absence which has not been excused by parent or legal guardian and/or appropriate school official. Under ORS 339.055 the District has an obligation to investigate truant or unexcused student absences. If a student is not otherwise exempt from compulsory school attendance, the District may notify law enforcement, truancy and DMV. Notice will be given to the student’s parent or legal guardian requiring the child to appear at the school on the next school day following the notice. (See Attendance and Driver’s Permit and License, pg. 44)
**VANDALISM - CODE 32**

<table>
<thead>
<tr>
<th>*Law Enforcement and Public Safety Office should be contacted</th>
<th>Lv 1</th>
<th>Lv 2</th>
<th>Lv 3</th>
<th>Lv 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intentionally damaging, defacing or destroying property</td>
<td>X</td>
<td>X</td>
<td>X</td>
<td>X</td>
</tr>
</tbody>
</table>

Intentionally damaging, defacing (including tagging/graffiti), or destroying property. Vandalism is the willful or malicious destruction or defacement of public or private property. The student and the parent or parents having legal custody of the student may be liable for the amount of the assessed damages not to exceed $5,000 plus costs if legal action is required (ORS 339.270). The student and the parent or parents having legal custody of the student shall be liable for up to $7,500 for the torts committed by their child. (ORS 30.765) (See Code 9: Disorderly or Disruptive Conduct)

**WEAPONS: OTHER THAN FIREARMS, KNIVES AND EXPLOSIVE DEVICES - CODE 33**

<table>
<thead>
<tr>
<th>*Law Enforcement and Public Safety Office should be contacted</th>
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</thead>
<tbody>
<tr>
<td>The use, possession or sale of a dangerous or deadly weapon</td>
<td>X</td>
<td>X</td>
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</table>

The use, possession or sale of a dangerous or deadly weapon. Dangerous weapon is defined by Oregon law as any weapon, device, instrument, material, or substance which, under the circumstance in which it is used, attempted to be used, threatened to be used, possessed or sold, is readily capable of causing death or serious physical injury. A deadly weapon is defined by Oregon law as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury. Dangerous or deadly weapons include but are not limited to ammunition, BB guns, air guns, paint ball guns, stun guns, Nunchaku sticks, throwing stars, metal knuckles, and pepper spray. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis. (See Codes 34 & 35: Weapons: Firearms; Knives and Look-Alike Knives) (See Special Education and Section 504, pg. 24)

**Dangerous and/or Deadly Weapons**

Students bringing weapons to school may be expelled for a period of not less than one year. If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the District will deny that student admission to the school’s regular program for the duration of the expulsion. IN ADDITION, THE DISTRICT WILL NOT OFFER AN ALTERNATIVE EDUCATION PROGRAM PURSUANT TO SECTION (10) OF ORS 339.250 FOR AT LEAST ONE CALENDAR YEAR FROM THE DATE OF THE EXPULSION. The Superintendent or designee may, on a case-by-case basis, modify this expulsion requirement. Weapons under the control of law enforcement personnel are permitted. The Superintendent or designee may authorize other persons to possess weapons for courses, programs and activities approved by the District and conducted on District property (including, but not limited to, hunter safety courses, weapons-related vocational courses or weapons-related sports). Also see ORS 339.315.

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

**WEAPONS: EXPLOSIVE DEVICES - CODE 34**

<table>
<thead>
<tr>
<th>*Law Enforcement and Public Safety Office should be contacted</th>
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<th>Lv 2</th>
<th>Lv 3</th>
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</thead>
<tbody>
<tr>
<td>The use, possession, or sale of an explosive device or material</td>
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<td>X</td>
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</tbody>
</table>

The use, possession, or sale of an explosive device or material. Violation shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis.
WEAPONS: FIREARMS - CODE 35

*Law Enforcement and Public Safety Office should be contacted

Lv 1 | Lv 2 | Lv 3 | Lv 4
---|---|---|---

The use, possession, or sale of a firearm  X

The use, possession, or sale of a firearm. A firearm is defined by Federal law as any weapon (including a starter gun) which will or is designed to or may readily be converted to expel a projectile by the action of an explosive. This includes the frame or receiver of any such weapon, and a firearm muffler or firearm silencer. Violations shall result in a referral to an appropriate law enforcement agency. The Superintendent or designee may modify the expulsion on a case-by-case basis. (See Special Education and Section 504, pg. 24)

WEAPONS: KNIVES AND LOOK-ALIKE KNIVES - CODE 36

*Law Enforcement and Public Safety Office should be contacted

Lv 1 | Lv 2 | Lv 3 | Lv 4
---|---|---|---

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

The use, threat of use, possession, or sale of knives and/or look-alike knives of any form and/or length (see also pg. 46 regarding treatment of Special Education students in possession of knives). If the knife is a dangerous weapon (readily capable of causing death or serious physical injury under the circumstances in which it is used, attempted to be used, threatened to be used, possessed, or sold) or a deadly weapon (Specifically designed for and presently capable of causing death or serious physical injury) then expulsion is required. The Superintendent or designee may modify the expulsion on a case-by-case basis. Violation may result in a referral to an appropriate law enforcement agency. (See Special Education and Section 504, pg. 24)

WEAPONS: LOOK-ALIKE EXPLOSIVE DEVICES, FIREARMS, OR OTHER DANGEROUS OR DEADLY WEAPONS - CODE 37

*Law Enforcement and Public Safety Office should be contacted

Lv 1 | Lv 2 | Lv 3 | Lv 4
---|---|---|---

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

The possession, use, or threat of use of a look-alike explosive device, firearm, or other dangerous or deadly weapons. The Superintendent or designee may modify the expulsion on a case-by-case basis.

WEAPONS: OTHERS - CODE 38

*Law Enforcement and Public Safety Office should be contacted

Lv 1 | Lv 2 | Lv 3 | Lv 4
---|---|---|---

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

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

The parent will be informed of the problem area. The student will assume the responsibility for restitution of lost or damaged materials, equipment or other school property. Restitution may be monetary or through volunteer work/community service as determined by District officials. The student and the parent or parents having legal custody of the student may be liable for the amount of the assessed damages not to exceed $5000, plus costs, if legal action is required (ORS 339.270). The student and the parent or parents having legal custody of the student shall be liable for up to $7,500 for the torts committed by their child (ORS 30.765). If a plan is developed to cover restitution, copies will be given to the student and the parent.

Restitution may occur in conjunction with any of the above disciplinary actions.

Student Driver’s License - Forfeiture

Students who are at least fifteen (15) years of age may have their driver’s license suspended for no more than one year if they are suspended or expelled under the following conditions:

1. Bringing a weapon to school
2. Suspended or expelled at least twice for:
   - assaulting or menacing a District employee or another student
   - willful damage or injury to District property
   - use of threats, intimidation, harassment or coercion against a District employee or another student

Should a student again be expelled or suspended for any of these reasons after the suspension of the driver’s license for one year, the School District may request suspension of driver’s privileges or the right to apply for driving privileges until the student is twenty-one years of age. A meeting with the parent or guardian will be held prior to submitting such request to the Department of Transportation. A student may appeal District decisions regarding driving privileges under established due process procedures for suspension and expulsion.

COOPERATION WITH LAW ENFORCEMENT AGENCIES


Referral to Law Enforcement

If it is necessary for law enforcement officers to interview, detain, or take into custody a student, the principal or his/her designee will follow regulations to insure compliance with Oregon Revised Statutes (ORS 162.245, 162.325). School personnel are responsible for cooperating with, and making it possible for, law enforcement officials to interview students on school premises.

It is the responsibility of a law enforcement officer, who wishes to interrogate a student at school for law enforcement purposes, to contact that student’s parent or guardian in order to obtain advance authorization for the interview.

Weapons - Reporting to Law Enforcement

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

SPECIAL EDUCATION AND SECTION 504

Discipline and Placement in Interim Alternative Educational Setting

Policy Reference: JGDA/JGEA – Discipline of Disabled Students

Disciplinary Removals for Up to 10 School Days

St Helens School District may suspend students with disabilities from their current educational placement for up to 10 school days in a school year to the same extent, and with the same notice, as for students without disabilities. The District is not required to provide services to special education students unless services
Disciplinary Removals of More Than 10 School Days (Consecutive or Cumulative)

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

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

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

Manifestation Determination

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

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

Yes: Manifestation

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

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

No: Manifestation

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

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

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

For a drug or weapon violation, or if the student has inflicted serious bodily injury upon another person while at school, on school premises, or at a school function under the jurisdiction of the state or district, a student may be removed from the current educational placement to an Interim Alternative Educational Setting for the same amount of time that a student without a disability would be subject to discipline, but NOT for more than 45 school days.
Even if the IEP team determines the student’s behavior is a manifestation of the student’s disability, the District may continue the student’s placement in the Interim Setting until the end of the 45-school day period. This removal is a change in placement.

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

“Serious Bodily Injury” is defined as a bodily injury that involves:
- A substantial risk of death;
- Extreme physical pain;
- Protracted and obvious disfigurement; or
- Protracted loss or impairment of the function of a bodily member, organ or mental faculty.

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

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

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

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

If a student is removed for a drug or weapon violation, or for inflicting serious bodily injury as defined above, the District will:
- Schedule an IEP meeting which will be convened within 10 school days;
- Provide the parent with notice of disciplinary action for a suspension or expulsion and provide the parents with Notice of Procedural Safeguards on the date the decision is made to remove the student.
- Provide, as appropriate, a functional behavioral assessment and behavior intervention services and modifications designed to address the behavior violation, so it does not reoccur.

The principal or his/her designee decides whether a student will attend an Interim Alternative Educational Setting.

Within 10 school days, the District will convene an IEP meeting to:
- Determine if the student’s behavior is a manifestation of the student’s disability;
- Review the IEP and revise it, as appropriate; and
- Determine the location of the Interim Alternative Educational Setting which will enable the student to continue to participate in the general curriculum and enable the student to progress toward achieving the goals in the student’s IEP.

The District must send the parents prior written notice of the change of placement.

The provisions relating to Interim Alternative Education Settings do not apply to Section 504 students.

**Child Find**

**Policy Reference:**
- IGBAG and IGBAG-AR – Special Education – Procedural Safeguards
- IGBAH – Special Education – Evaluation Procedures
- IGBAJ – Special Education - FAPE (Free Appropriate Public Education)

Educational services for children with disabilities are mandated by Oregon and federal law. St. Helens School District provides educational programs and services for eligible children kindergarten through high school.
Appropriate services for each eligible child are based on his or her disability and Individualized Education Plan (IEP) or Section 504 Accommodation Plan. If your school age child (5 years to 21 years) has a disability or you believe your child may have a disability, please notify the special education teacher or school psychologist in your school. The NW Regional ESD/ Early Adulthood Special Education Department provides educational services for eligible children birth to kindergarten (contact 503-690-5446).

Section 504

Section 504 of the Rehabilitation Act of 1973 is an Act that prohibits discrimination against persons with a disability in any program receiving federal financial assistance. The Act defines a person with a disability as anyone who:

- Has a mental or physical impairment which substantially limits one or more major life activity (major life activities include activities such as caring for oneself, performing manual tasks, walking, seeing, hearing, speaking, breathing, concentrating, thinking, learning and working);
- Has a record of such impairment; or
- Is regarded as having such impairment.

In order to fulfill its obligation under Section 504, the St. Helens School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system.

The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services.

If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she has a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact your child’s principal or the school 504 Coordinator or the District’s Section 504 Program Manager, Constance J. Bull, 503-591-3900.

Section 504 Parent/Student Rights in Identification, Evaluation and Placement

The following is a description of the rights granted by federal law to children with disabilities who are eligible under Section 504. (29 U.S.C. 706(7), Sec. 794; 34 C.F.R. Part 104, 20 U.S.C. Sec. 1232g; 34 C.F.R. Part 99). The intent of the law is to keep parents fully informed concerning decisions about their child and to inform them of their rights if they disagree with any of these decisions.

Parents have the right to:

1. Have their child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition;
2. Have the school district advise the parents of their rights under federal law;
3. Receive notice (not necessarily in writing) with respect to identification, evaluation, or placement of their child;
4. Have their child receive a free, appropriate, and public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate;
5. Have their child educated in facilities and receive services comparable to those provided to non-disabled students;
6. Have their child receive accommodations to allow their child an equal opportunity to participate in school and school-related activities and receive regular education or special education and related aids and services designed to meet the individual need of students with disabilities as adequately as the needs of non-disabled students are met;
7. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by a group of persons who know their child, the evaluation data, and placement options;
8. Have transportation provided to and from an alternative placement setting at no greater cost to the parents than would be incurred if their child were placed in a program operated by the district;
9. Have their child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
10. Examine all relevant records relating to decisions regarding their child’s identification, evaluation, educational program, and placement;
11. Obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
12. Have a response from the school district to reasonable requests for explanations and interpretations of their child’s records;
13. Request amendment of their child’s educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of their child. If the school district refuses this request for amendment, it shall notify the parents within a reasonable time, and advise them of the right to a hearing;
14. Request mediation and/or an impartial due process hearing related to decisions or actions regarding their child’s identification, evaluation, and educational placement. The parent and the child may take part in the hearing and have an attorney represent them. Hearing requests must be made to the State Superintendent of Public Instruction, Oregon Department of Education, Public Service Building, 255 Capitol NE, Salem, Oregon 97310-0203, pursuant to OAR 581-015-2390 through 2395;
15. Ask for payment of reasonable attorney fees if the parents are successful on their claim; and
16. File a local grievance with the District Section 504 Program Manager.

ALTERNATIVE EDUCATION

Policy Reference: IGBHC – Alternative Education Notification

The St. Helens School District provides a comprehensive educational program designed to meet the needs of all students. Under certain circumstances, the District is required by law (ORS 339.250[9]) to “consider and propose alternative programs of instruction and counseling for the pupil.” The circumstances in which that must occur are:

1. Upon the occurrence of a second or any subsequent occurrence of a severe disciplinary problem within a three-year period;
2. When the District finds a student’s attendance pattern to be so erratic that the student is not benefiting from the educational program;
3. When the District is considering expulsion as a disciplinary alternative;
4. When a student is expelled; and
5. When the student, who is 16 years of age or the student’s parent or legal guardian, notifies the District of intent to withdraw from the comprehensive educational program.

In the first four situations identified, the District is obligated to pay a portion of the cost of the alternative program.

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

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

MILITARY RECRUITMENT

The Federal Elementary & Secondary Education Act requires high schools give military recruiters the same access to high school students as is provided generally to post-secondary institutions or to prospective employers of those students. Section 9528 of the act requires each local school district to provide, on request by a military recruiter or an institution of higher education, access to the names, addresses, and telephone listings for high school students. A high school student or parent may request that such information NOT be released for their student without prior written parental consent.
NON-SCHOOL MATERIALS DISTRIBUTION

Policy Reference: KJA and KJA-AR – Materials Distribution

The District recognizes that many organizations provide additional opportunities for students that foster growth, development, knowledge and understanding in our community. In an effort to cooperate with community organizations and convey useful information to students, families and staff, the District allows the distribution of certain materials by non-school organizations. The District does not endorse any event, service or point of view contained in the information it distributes to students through this policy. The District encourages parents to assist their children in making choices appropriate for them.

Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students or staff shall be submitted to the Communications and Community Involvement Department. Materials themselves, as well as the proposed method of distribution, shall be subject to review.

Materials submitted for review must offer educational and/or extra-curricular learning opportunities for children, families, and/or staff. The District does not allow commercial advertising at any of its facilities.

There will be no distribution by students or organizations of information that is:

- obscene, indecent or vulgar;
- advocates illegal activities,
- violence, gangs, or hate;
- contains libelous or defamatory information;
- discriminates or contains bias toward an individual’s race, gender, sexual orientation, religious or ethnic identity;
- is likely to cause substantial disruption of or material interference with discipline or the education of students in the school in which the material is posted or distributed; or
- promotes, favors or opposes a candidate for elected office or a ballot measure; advocates religion or a particular religious viewpoint through proselytization.

Distribution by Students

Students must request and receive authorization from the school principal to distribute petitions, handouts, leaflets and other literature on District property as appropriate under District policies and regulations. Students may not distribute materials during class time. Authorization for the request should be granted or denied no later than two regular school days after the date of the request.

Students who edit, publish or distribute handwritten, printed, electronic or duplicated matter among their fellow students within the schools must assume responsibility for the content of such publications.

TITLE I SCHOOLS

In compliance with federal law and Oregon Department of Education guidelines, the District shall ensure that parents are provided information, in an annual school-based meeting, regarding their school’s participation in the Title I program and its requirements. Parents of participating students shall be informed of their right to be involved in the development of their school’s Title I plan and school-parent compact. This policy shall be reviewed annually by the District’s Elementary and Secondary Education Act Committee and updated periodically to meet the changing needs of parents and schools.

The Superintendent shall develop administrative regulations to implement this policy and meet the regulation
FORMAL ACKNOWLEDGEMENT OF STUDENT & FAMILY HANDBOOK REVIEW

We, the undersigned, understand that the Student & Family Handbook (SFH) contains information for parents, guardians and students. We acknowledge that we have reviewed the SFH located online at http://www.sthelens.k12.or.us Select “handbooks and forms”. A limited amount of copies of the SFH is available upon request at my student's school office.

We are aware that the SFH contains information and policies for our review. One purpose of the SFH is to communicate student behavior expectations. We understand that all students will be held accountable for their behavior and that failure to abide by the guidelines for student behavior can result in the discipline outlined in the SFH. We further understand that failure to return this acknowledgement form does not excuse any individual from complying with the SFH, St. Helens School District policies, regulations and guidelines.

We are aware that the St. Helens School District reserves the right at any time to add to the policies, regulations and behavioral standards contained in the SFH.

Please sign below and return this form to the school to ensure that all parents, guardians and the student have read the policies and agree to abide by them. Please return this form to the school by the first day of school or within two weeks of enrollment for new students.

DATE: __________________________ STUDENT ID NO.: __________________________

SIGNATURE OF STUDENT: ______________________________________________________

PRINT NAME OF STUDENT: ____________________________________________________

SIGNATURE OF PARENT/GUARDIAN: _____________________________________________

PRINT NAME OF PARENT/GUARDIAN: ____________________________________________
## ST. HELENS SCHOOL DISTRICT 2019-2020 COMMUNITY CALENDAR #1 (190 DAYS)

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### Licensed Paid Days: 175

### Student Days: 125

Adopted by School Board 2/28/2018 *Note: The 2019-2020 calendar is subject to change.

**CONFERENCE DATES**
- November 25, 26 - K-12 Parent/Teacher Conferences
- December 12 - Teacher Workday
- December 23 & 24 - Christmas Break
- January 1 - Martin Luther King Jr. Day
- January 21 - President’s Day
- June 12 - Last Day for Students

**IMPORTANT DATES**
- August 26 & 27 - Teacher In-Service
- August 28 & 29 - Teacher Workday
- October 31 - Student/Teacher In-service
- November 25 - Thanksgiving Break
- December 22-23 - Winter Break
- January 1 - Teacher Workday
- April 10 - Teacher Workday
- June 11 - Last Day for Students
- June 12 - Teacher Workday
- June 13, 16, 17, 18 - Emergency Closure Makeup Days (if needed)