



## South Wasco County School District #1

### Home of the Redsides

# SWC Student Handbook-2023-24

This comprehensive student handbook is intended as a reference for students, parents, patrons, and community members. It is consistent with South Wasco County School Board policy as well as state and federal law at the time it was written.





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## INTRODUCTION\*\*

**\*\*As used in this handbook, the term parent includes legal guardian or person in a parental relationship. The status and duties of a legal guardian are defined in ORS 125.005 (4) and 125.300 - 125.325. The determination of whether an individual is acting in a parental relationship, for purposes of determining residency, depends on the evaluation of the factors listed in ORS 419B.373. The determination for other purposes depends on evaluation of those factors and a power of attorney executed pursuant to ORS 109.056. For special education students, parent also includes a surrogate parent, an adult student to whom rights have transferred and foster parent as defined in OAR 581-015-2000.**



**PREFACE\*\***

**DIRECTORY INFORMATION SELECTION AND ACKNOWLEDGEMENT OF RECEIPT OF HANDBOOK\*\***

[I understand and consent to the responsibilities outlined in the Student Code of Conduct as outlined in the SWC Student Handbook 2023-24. I also understand and agree that my student shall be held accountable for the behavior and consequences outlined in the Student Code of Conduct at school during the regular school day, at any school-related activity regardless of time or location and while being transported on district-provided transportation. I understand that should my student violate the Student Code of Conduct they shall be subject to disciplinary action, up to and including expulsion from school and/or referral to law enforcement officials, for violations of the law.]

I also understand that certain student information is considered personally identifiable information and may be released only with prior notification by the district of the purpose(s) the information will be used, to whom it will be released and my prior written, dated and signed consent unless otherwise permitted by law. Personally identifiable information includes, but is not limited to personal identifiers such as the student's social security number, student identification number or biometric record; a list of personal characteristics that would make the student's identity easily traceable such as their date of birth, place of birth and mother's maiden name; information requested by a person who the district reasonably believes knows the identity of the student to whom the educational records relates; or other such information that would make the student's identity easily traceable.

Regarding student education records, I understand that certain personally identifiable information about my student is considered directory information and is generally not considered harmful or an invasion of privacy if released to the public.

I also understand that the district is required by law to release secondary students' names, addresses and telephone numbers to military recruiters and/or institutions of higher education unless parents or eligible students request that the district withhold this information.

I understand that unless I object to the release of any or all of this information within 15 school days of the date this student handbook was issued to my student, directory information may be released by the district for use in local school publications, other media and for such other purposes as deemed appropriate by the principal, and my secondary student's name, address and telephone number will be released upon a request made by military recruiters and/or institutions of higher education.

Directory information instructions including release of student contact information to military recruiters is available in the office and is part of the registration packet parents review and sign prior to each school year.

By electronically signing during electronic registration, I acknowledge receipt and agree to abide by the SWC Student Handbook 2022-23.

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<p><b>ACADEMIC INTEGRITY</b></p> <p>Students are expected to put forth their best effort on tests and assignments. Assisting others is prohibited when it would constitute academic dishonesty. Academic dishonesty includes, but is not limited to, using or sharing prohibited study aides or other written materials on tests and assignments; sharing, collaborating or communicating with others on tests or assignments, before or during tests or assignments in violation of directions by the class instructor and knowingly sharing false information or knowingly misleading another to reach a false answer or conclusion.</p> <p>Violation of the policy may result in discipline as deemed appropriate by the instructor or administration, based on the nature and seriousness of the offense.</p>
<p><b>ADMISSION**</b></p> <p>A student seeking enrollment in the district for the first time must meet all academic, age, immunization, tuition and other eligibility prerequisites for admission as set forth in state law, Board policy and administrative regulation. Students and their parents should contact the office for admission requirements.</p> <p>The district may deny regular school admission to a student who is expelled from another school district and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.</p> <p>The district shall deny regular school admission to a student who is expelled from another school district for an offense that constitutes a violation of applicable state or federal weapons laws and who subsequently becomes a resident of the district or who applies for admission to the district as a nonresident student.</p> <p>Alternative education services will not be provided to students expelled from another school district for violation of applicable state or federal weapons laws and who subsequently become a resident of the district.</p> <p>While parents have the option of placing their students in a private school or obtaining additional services, such as tutoring, from a private individual or organization, the district is not obligated to cover resulting tuition or costs. If a parent wishes the district to consider a publicly-funded private placement or private services, the parent must give the district notice and opportunity to propose other options available within the public school system before the private placement or services are obtained.</p> <p>A parent(s) of any student receiving regular education, Section 504 of the Rehabilitation Act of 1973 or Individuals with Disabilities Education Act (IDEA) services must provide notice to the district at the last individualized education program (IEP) meeting prior to obtaining private services or in writing at least 10 business days prior to obtaining such services. The notice must include the parent's intent to obtain private services, the parent's rejection of the educational program offered by the district and the parent's request that the private services be funded by the district. Failure to meet these notice requirements may result in a denial of any subsequent reimbursement request.</p>
<p><b>ALTERNATIVE EDUCATION PROGRAMS**</b></p> <p>Alternative education program options have been established and approved by the Board to meet the individual needs of students. These programs will be made available to students who are unable to succeed in the regular programs because of erratic attendance or behavioral problems; for students who have not met or who have exceeded all of Oregon's academic content standards; when necessary to meet a student's educational needs and interests; to assist students in achieving district and state academic content standards; or when a public or private alternative program is not otherwise readily available or accessible. Such programs consist of instruction or instruction combined with counseling and may be public or private. Private programs must be registered with the Oregon Department of Education. Home schooling shall not be used as an alternative education program placement.</p> <p>The district may, based on district criteria, provide alternative education programs for students expelled for violation of applicable state or federal weapons laws.</p>

<p><u>In-District Alternative Education Programs</u></p>
<p>Examples of alternative education program options are not limited to, but include:</p> <ol style="list-style-type: none"> <li>1. Tutorial instruction;</li> <li>2. Small group instruction;</li> <li>3. Professional technical programs;</li> <li>4. Work experience;</li> <li>5. Instructional activities provided by other accredited institutions;</li> <li>6. Community service;</li> <li>7. Independent study;</li> <li>8. Expanded Options Program;</li> <li>9. Distance learning Options;</li> <li>10. Others as approved by the district.</li> </ol> <p>Parents may request additional in-district alternative education programs by submitting written requests to the principal.</p>
<p><u>Non-district Alternative Education Programs</u></p>
<ol style="list-style-type: none"> <li>1. Other school(s)/program(s);</li> <li>2. Community college;</li> <li>3. Others as approved by the district.</li> </ol> <p>The district pays the alternative education program cost or an amount equal to 80 percent of the district's estimated current year's average per student cost, whichever is less, for placing students in non-district alternative education programs. The student's placement must have the prior approval of the district.</p> <p>The district will not assume alternative education costs for any student not placed in an alternative program according to procedures established by the district and Oregon law.</p> <p>If a parent receives an exemption on a semiannual basis to withdraw a student age 16 or 17 from school, the district has no obligation to pay for an alternative education program.</p> <p>If a student is not successful in the alternative education program or the alternative education programs are not accepted by the student/and or parent, there is no obligation to propose or fund a second program.</p>
<p><u>Establishment of Alternative Education Programs</u></p>
<p>Proposals from parents or students for the establishment of an alternative education program shall be submitted in writing to the superintendent or designee.</p> <p>“Alternative education program” means a school or separate class group designed to best serve students’ educational needs and interests and assist students in achieving the academic standards of the district and the state.</p> <p>Proposals for alternative education programs shall include the following:</p>

<ol style="list-style-type: none"> <li>Goals;</li> <li>Criteria for enrollment;</li> <li>Proposed budget;</li> <li>Staffing;</li> <li>Location;</li> <li>Assurance of nondiscrimination.</li> </ol> <p>Proposals must be submitted to the superintendent or designee prior to [November 1] for programs to be implemented the following school year. Proposals will be reviewed by the district. Contact the principal or district office for additional information on submitting proposals, the evaluation and approval process.</p>	
<u>Notification of Alternative Education</u>	
<p>Individual notification to students and parents regarding the availability of alternative education programs will be given semi-annually or when new programs become available under the following situations, as appropriate:</p> <ol style="list-style-type: none"> <li>When two or more severe disciplinary problems occur within a three-year period. Severe disciplinary problems will be defined in the Student Code of Conduct;</li> <li>When attendance is so erratic the student is not benefitting from the educational program. Erratic attendance will be defined on a case-by-case basis;</li> <li>When an expulsion is being considered;</li> <li>When a student is expelled;</li> <li>When a student's parent or emancipated student applies for exemption from attendance on a semi-annual basis.</li> </ol> <p>Individual notification shall be <b>hand-delivered</b> or sent by certified mail. Parents shall receive individual notification prior to an actual expulsion.</p> <p>Notification shall include:</p> <ol style="list-style-type: none"> <li>The student's action;</li> <li>A list of alternative education programs for the student;</li> <li>The program recommendation for the student based upon the student's learning styles and needs;</li> <li>Procedures for enrolling the student in the recommended program.</li> </ol> <p>The district may, based on district criteria, provide alternative education programs for students expelled for violations of applicable state or federal weapon laws.</p>	
<b>ANIMAL DISSECTION</b>	
<p>In courses including animal dissection, a student may request alternative coursework rather than participate in dissection activities on an animal. The district will provide alternative materials and methods of learning the course curriculum. A student will not be penalized for exercising this option for alternative instruction.</p>	
<b>ANIMALS IN THE SCHOOL</b>	
<p>Only service animals, as defined in the Americans with Disabilities Act, serving persons with a disability and animals approved by the principal that are part of an approved district curriculum, appropriate classroom activity, or cocurricular activity are allowed in district facilities.</p> <p>Companion and comfort animals are not considered service animals.</p>	

Animals, except those service animals serving persons with a disability, may not be transported on a school bus.	
<b>ASBESTOS</b>	
The district has complied with the Asbestos Hazard Emergency Response Act (AHERA) by having its buildings inspected by accredited inspectors and the development of a management plan for the control of this substance.	
The management plan is available for public inspection in the district office.	
The superintendent serves as the district's asbestos program manager and may be reached for additional information.	
<b>ASSEMBLIES</b>	
A student's conduct in assemblies must meet the same standard as in the classroom. A student who does not abide by the district's Student Code of Conduct during an assembly shall be subject to disciplinary action.	
<b>ASSESSMENT PROGRAM</b>	
The district's assessment program shall be designed for the purpose of determining district and school program improvement and individual student needs including the requirements of the Oregon Administrative Rules. Assessments shall be used to measure the academic content standards and Essential Skills and to identify students who meet or exceed the performance standards and Essential Skills adopted by the State Board of Education.	
Students may opt-out of the statewide summative assessments as provided by state law. The district shall provide the required notice and necessary forms for opting-out of the statewide assessments to the student. The district shall provide supervised study time for students who are excused from participating in the assessment.	
<b>ASSIGNMENT OF STUDENTS TO CLASSES**</b>	
Students are assigned to classes based on the individual needs of the student, staffing and scheduling considerations. Parent requests to place a student in a particular class may be submitted to the principal or a counselor prior to May 31 <sup>st</sup> in advance of the school year in question, or no later than six weeks prior to a semester break during a school year. Requests to change a student's assigned class at other times must be directed to the principal. Final decisions are the responsibility of the principal or designee.	
<b>ASSIGNMENT OF STUDENTS TO SCHOOLS**</b>	
Students are required to attend the school in the attendance area in which they reside, unless as otherwise provided by state and federal law. Exceptions may be allowed in certain circumstances. Contact the school office or counselor for additional information.	
<b>ATTENDANCE**</b>	
All students between the ages of 6 and 18, who have not completed grade 12, are required to regularly attend a public full-time school, unless otherwise exempted by law. Staff will monitor and report violations of the state compulsory attendance law. All students five years of age who have been enrolled in a public school are required to attend regularly.	
The district will notify the parent, in writing and in the native language of the parent, that, in accordance with law, the principal will schedule a conference with the nonattending student and their parent(s) to discuss attendance requirements. At this time the parent has the right to request an evaluation to determine if the student should have an individualized education program (IEP) or a review of the student's current IEP.	

Any person having legal control of a student between the ages of 6 and 18, who has not completed the 12<sup>th</sup> grade, and who fails to send a student to school within three days of notification by the district that their student is not complying with compulsory attendance requirements may be issued a citation by the district for the student's failure to attend school. Failure to send a student to school is a Class C violation of law and is punishable by a court imposed fine.

Additionally, a parent or guardian, or other person lawfully charged with the care or custody of a student under 15 years of age, may be found by the courts to have committed the offense of failing to supervise a child who has not attended school as required. Failing to supervise a child is a Class A violation. Violations, as determined by the court, may be punishable by a requirement to complete a parent effectiveness program approved by the court and/or a fine.

See the Student Code of Conduct for additional information.

#### Absence and Excuses

When returning to school after an absence, a student must bring a note signed by the parent that describes the reason for the absence. Absence from school or class may be excused under the following circumstances:

1. Illness of the student;
2. Illness of an immediate family member when the student's presence at home is necessary;
3. Emergency situations that require the student's absence;
4. Field trips and school-approved activities;
5. Medical or dental appointments. Confirmation of appointments may be required;
6. Other reasons deemed appropriate by the school administrator, when satisfactory arrangements have been made in advance of the absence or when required by state rule or law.

Each school shall notify a parent or guardian by the end of the school day if their child has an unplanned absence. The notification will be either in person, by telephone or another method identified in writing by the parent or guardian. If the parent or guardian cannot be notified by the above methods, a message shall be left, if possible.

Students may be excused on a limited basis from a preplanned classroom activity or from selected portions of the established curriculum on the basis of a disability or for personal or religious considerations.

A student who must leave school during the day, must bring a note from their parent. A student who becomes ill during the school day should, with the teacher's permission, report to the office. The principal or designee will decide whether the student should be sent home and will notify the student's parent, as appropriate.

A student who has been absent for any reason is encouraged to make up specific assignments missed and/or to complete additional in-depth study assigned by the teacher to meet subject or course requirements. Parents should contact the office to arrange for the collection of homework assignments for a student who will be absent several days. Failure to make up assigned work within a reasonable amount of time as allowed by the teacher may result in a grade of zero for the assignment. Typically, a student has as many days as missed to make up any missed work or extend deadlines, unless other arrangements are made with the teacher.

Absenteeism will not be used as a sole criterion for the reduction of grades, so long as missed classwork is completed. A student who is absent from school for any reason will not be allowed to participate in school-related activities on that day or evening.

<u>Truancy</u>	
A student who is absent from school or from any class without permission will be considered truant and may be subject to disciplinary action including detention, suspension, ineligibility to participate in athletics or other activities.	
<b>AWARDS AND HONORS</b>	
<b>Maupin Grade School</b> <ul style="list-style-type: none"> <li>• Exemplary Attendance</li> <li>• Perfect Attendance</li> <li>• In class recognition</li> </ul> <b>South Wasco County Junior/Senior High</b> <ul style="list-style-type: none"> <li>• Student of the Month</li> <li>• Honor Roll</li> <li>• Perfect Attendance</li> <li>• Exemplary Attendance</li> <li>• Honor Society</li> <li>• South Wasco County Schools Honors Diploma</li> <li>• Salutatorian</li> <li>• Valedictorian</li> </ul>	
<b>CLASS RANKING (See Appendix A)</b>	
<p>In the interest of encouraging and recognizing outstanding academic achievement, a valedictorian and a salutatorian will be selected for each graduating class. The valedictorian and salutatorian will be selected according to the following procedure:</p> <ul style="list-style-type: none"> <li>• Meet all requirements for the South Wasco County Schools Honors Diploma.</li> <li>• Earn the highest GPA in the graduating class.</li> </ul> <p>The district's valedictorian and salutatorian may be permitted to speak as a part of the district's planned graduation program at the discretion of the principal or designee.</p>	

<b>CLOSED CAMPUS/OPEN CAMPUS</b>	
The high school functions as an open campus for students during the lunch periods. Students may not leave the school grounds without permission at other times during the school day.	
The Board directs the elementary and junior high to operate closed campuses. Students shall remain on the school grounds from their time of arrival until departure by bus or with parent or guardian.	
Parents must make written requests for emergencies (e.g., medical, dental appointments) for their student to leave campus. Requests must be approved by the building administrator.	
<b>CLUBS AND ORGANIZATIONS</b>	
Student clubs and performing groups such as the band, choir, STEM, Culture Club, and athletic teams may establish rules of conduct – and consequences for misconduct – that are stricter than those for students in general. If a violation is also a violation of the Student Code of Conduct, the consequences specified by the district shall apply in addition to any consequences specified by the organization.	
Students and parents will sign an acknowledgment of the standards of behavior for participation in clubs and activities, separate from this document.	
Student-led groups are permitted to use district facilities in accordance with School Board policy IGDA and IGD-AR. See the principal for details.	
<b>COMMUNICABLE DISEASES**</b>	
Parents of a student with a communicable or contagious disease are asked to telephone the office so that other students who have been exposed to the disease can be alerted. A student with certain school restrictable diseases is not allowed to come to school while the disease is contagious. This restriction is removed by the written statement of the physician, physician assistant, nurse practitioner, local health department nurse or school nurse that the disease is no longer communicable to others in the school setting.	
When an administrator has reason to suspect that a student has or has been exposed to any restrictable disease for which the student is required to be excluded, the administrator involved shall exclude the student from school and if the disease is a reportable disease, will report the occurrence to the local health department. The administrator will also take whatever reasonable steps it considers necessary to organize and operate its programs in a way which both furthers the education and protects the health of students and others.	
Parents with questions should contact the school office.	
<b>COMPUTER USE</b>	
Students may be permitted to use the district’s electronic communications system for the sole purpose of advancing and promoting learning and teaching.	
The district’s electronic communications system meets the following federal Children’s Internet Protection Act (CIPA) requirements:	
1. Technology protection measures have been installed and are in continuous operation to protect against Internet access by both adults and students to visual depictions that are obscene, child pornography or with respect to the use of the computers by students, harmful to students;	



<ol style="list-style-type: none"> <li>2. Educating minors about appropriate online behaviors, including cyberbullying awareness and response, and interacting with other individuals on social networking sites and in chat rooms;</li> <li>3. The online activities of students are monitored;</li> <li>4. Access by students to inappropriate matter on the Internet and World Wide Web is denied;</li> <li>5. Procedures are in place to help ensure the safety and security of students when using email, chat rooms and other forms of direct electronic communications;</li> <li>6. Unauthorized access, including so-called “hacking” and other unlawful activities by students online is prohibited;</li> <li>7. Unauthorized disclosure, use and dissemination of personal information regarding students is prohibited;</li> <li>8. Measures designed to restrict students’ access to materials harmful to students have been installed. Intentionally disabling or circumventing these measures in order to access restricted materials will result in consequences commensurate with the offense. This may include typical disciplinary action such as detentions, loss of access to electronics while at school, and in extreme instances, expulsion.</li> <li>9. Cyber-bullying in any electronic form will result in disciplinary action commensurate with in person bullying.</li> </ol> <p>The district retains ownership and control of its computers, hardware, software and data at all times. All communications and stored information transmitted received or contained in the district’s information system are the district’s property and are to be used for authorized purposes only. Use of district equipment or software for unauthorized purposes is strictly prohibited. To maintain system integrity, monitor network etiquette and ensure that those authorized to use the district’s system are in compliance with Board policy, administrative regulations and law, school administrators may routinely review user files and communications. Files and other information, including e-mail, sent or received, generated or stored on district servers are not private and may be subject to monitoring.</p> <p>By using the district’s system, individuals consent to have that use monitored by authorized district personnel. The district reserves the right to access and disclose, as appropriate, all information and data contained on district computers and district-owned e-mail system.</p> <p>Students who violate Board policy, administrative regulations, including general system user prohibitions, shall be subject to discipline up to and including expulsion and/or revocation of district system access up to and including permanent loss of privileges. Violations of law will be reported to law enforcement officials.</p> <p>All Students must review and sign an Acceptable Use Agreement to gain access to District technology resources including hardware, software, and local area networks.</p>	<p><b>CONDUCT**</b></p> <p>Students are responsible for conducting themselves properly, in accordance with the policies and administrative regulations of the district, school rules and the lawful direction of staff. The district has the responsibility to afford students certain rights as guaranteed under federal and state constitutions and statutes.</p> <p><u>Student Code of Conduct (See Appendix B)</u></p> <p>The district has authority and control over a student at school during the regular school day, at any school-related activity, regardless of time or location and while being transported in district-provided transportation.</p> <p>Students are subject to discipline for conduct while traveling to and from school, at the bus stop, at school-sponsored events, while at other schools in the district and while off campus, whenever such conduct causes a substantial and material disruption of the educational environment or the invasion of the rights of others.</p> <p>Students will be subject to discipline including restitution, restoration, detention; denial and/or loss of awards and privileges and in severe cases, suspension, expulsion, and/or referral to law enforcement officials for the following, including but not limited to:</p> <ol style="list-style-type: none"> <li>1. Assault;</li> <li>2. Hazing, harassment, intimidation, bullying or menacing as prohibited by Board policy JFCF/GBNA - Hazing/Harassment/Intimidation/Bullying/Menacing;</li> </ol>
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3. Coercion;
4. Threats of violence or harm as prohibited by Board policy JFCM- Threats of Violence;
5. Disorderly conduct;
6. Bringing, possessing, concealing or using a weapon as prohibited by Board policy JFCJ- Weapons in the Schools;
7. Vandalism/Malicious Mischief/Theft as prohibited by Board policies ECAB- Vandalism/Malicious Mischief/Theft and JFCB- Care of District Property by Students or willful damage or destruction of private property on district premises or at school-sponsored activities;
8. Sexual harassment as prohibited by Board policy JBN/GBN- Sexual Harassment and accompanying administrative regulation;
9. Use of tobacco, alcohol or drugs as prohibited by Board policy(ies) JFCG/KGC/GBK- Tobacco Free Environment, JFCH- Alcohol and JFCI- Substance/Drug Abuse;
10. Use or display of profane or obscene language;
11. Disruption of the school environment;
12. Open defiance of a teacher's authority, including persistent failure to comply with the lawful directions of teachers or school officials;
13. Violation of law, Board policy, administrative regulation, school or classroom rules.

Additionally, regarding weapons, under state and federal law, expulsion from school is required for a period of not less than one year for any student who is determined to have brought, possessed, concealed or used a firearm on school property or at a school sponsored activity. The superintendent may modify the expulsion requirement for a student on a case-by-case basis. Additionally, in accordance with Oregon law, any person who intentionally possesses a firearm, unless the person possesses a valid license under ORS 166.291 and 166.292, or other dangerous weapon in or on district property or recklessly discharges a firearm in school is subject to criminal prosecution, a maximum five years imprisonment, a fine and forfeiture of firearm and/or other dangerous weapon or both.

In regard to tobacco, alcohol or drugs, any person who distributes, sells or allows to be sold, a tobacco product in any form, a tobacco-burning device or an inhalant delivery system, to a person under 21 years of age commits a Class A violation and is subject to a fine, as provided by ORS 163.575. An unlawful drug is any drug not prescribed by a licensed medical practitioner. Unlawful delivery of a controlled substance to a student or minor within 1,000 feet of district property is a Class A felony, as provided by ORS 475.904.

“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 or threatened to be used, is readily capable of causing death or serious physical injury.

“Deadly weapon” is defined as any instrument, article or substance specifically designed for and presently capable of causing death or serious physical injury.

“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 or firearm, muffler or silencer, or any destructive device.

“Destructive device” is defined as any explosive, incendiary or poison gas component or any combination of parts either designed or intended for use in converting any device into a destructive device or from which a destructive device may be readily assembled. A destructive device does not include any device which is designed primarily or redesigned primarily for use as a signaling, pyrotechnic, line-throwing, safety or similar device.

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

## Student Rights and Responsibilities

Among these student rights and responsibilities are the following:

1. Civil rights – including the right to equal educational opportunity and freedom from discrimination, the responsibility not to discriminate against others;
2. The right to attend free public schools, the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;
3. The right to due process of law with respect to suspension, expulsion and decisions which the student believes injure their rights;
4. The right to free inquiry and expression, the responsibility to observe reasonable rules regarding these rights;
5. The right to assemble informally, the responsibility to not disrupt the orderly operation of the educational process, nor infringe upon the rights of others;

Students have the right to know the behavior standards expected as well as to know the consequences of misbehavior.

Student's rights and responsibilities, including standards of conduct, will be made available to students and their parents and/or guardians through information distributed annually.

## **CONFERENCES\*\***

Regular conferences are schedule annually in the fall and spring to review student progress.

2019-2020 Parent/Teacher Conference Days

- Monday & Tuesday, November 20<sup>th</sup> & 21<sup>st</sup>
- Friday, March 8<sup>th</sup>

Students and parents may also expect teachers to request a conference: (1) if the student is not maintaining passing grades or achieving the expected level of performance; (2) if the student is not maintaining behavior expectations; or (3) in any other case the teacher considers necessary.

The district encourages a student or parent in need of additional information or with questions or concerns to confer with the appropriate teacher, counselor or principal. A parent who wishes to confer with a teacher may call the office for an appointment before or after school, during the teacher's preparation period or request that the teacher call the parent to arrange a mutually convenient time.

## **COUNSELING\*\***

### Academic Counseling

Students are encouraged to talk with the Dean of Students, Dean of Academics, a district counselor, teachers and building administrators in order to learn about the curriculum, course offerings and graduation requirements. All students in grades 9-12 and their parents shall be notified annually about the recommended courses for students. We expect that most of our students will be attending a college, university or training school, or pursuing some other advanced education, after high school. Students and parents should work closely with the Dean of Academics, College and Career Readiness Coordinator, the Data Secretary (Registrar), and the Principal so that they may take the courses that will best prepare them for further work. The Dean of Academics can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing.

<b>Personal Counseling</b>	
<p>A counseling assistant and a part time licensed counselor are available to support students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, alcohol or tobacco dependency. The social worker may also make available information about community resources to address personal concerns. SWCSD has also added an option for telehealth counseling in cooperation with One Community Health is also now available. Students can work with administration and onsite counseling staff to schedule appointments for telehealth.</p> <p>Counseling services include several roles that includes conducting small groups focused on socialization, developing empathy, and conflict resolution, and other behaviors important to a high functioning school. The counseling assistant and SPED support staff also conduct lessons on similar topics in classrooms. Whenever one on one counseling/therapy is offered, signed parent consent is required until students are 14 years of age when they can opt for individual counseling on their own per Oregon Law (ORS 109.675).</p>	
<b>CREDIT BY EXAMINATION</b>	
<p>A student who has had sufficient prior formal instruction, as determined by the district and on the basis of a review of the student's educational records, may gain credit for a course by passing an examination designed to provide sufficient evidence of proficiency or mastery of identified standards. A student may not use credit by examination to regain eligibility to participate in extracurricular activities.</p>	
<b>CREDIT FOR PROFICIENCY</b>	
<p>In addition to credit by completing classroom or equivalent work, a student may receive credit toward a diploma or a modified diploma by one or more of the following options, if the student demonstrates sufficient evidence of defined levels of proficiency or mastery of recognized standards:</p> <ol style="list-style-type: none"> <li>1. Classroom or equivalent work that meets Common Curriculum Goals and academic content standard required by OAR 581-022-2030;</li> <li>2. Classroom or equivalent work;</li> <li>3. Passing an appropriate exam;</li> <li>4. Providing a collection of work or other assessment evidence; and/or</li> <li>5. Providing documentation of prior learning experiences.</li> </ol>	
<b>DAMAGE TO DISTRICT PROPERTY**</b>	
<p>A student who is found to have damaged district property will be held responsible for the reasonable cost of repairing or replacing that property. The district will notify students and parents of all such charges. If the amount due is not paid within 30 calendar days of receipt of the district's notice, the amount will become a debt owed and certain penalties and/or restrictions may be imposed. See Fees, Fines and Charges.</p>	
<b>DANCES/SOCIAL EVENTS</b>	
<p>The rules of good conduct and grooming shall be observed for school dances and social events. Guests must be approved in advance of the dance/event, guest approval forms are available in the office. Guests are the responsibility of their host and will be expected to observe the same rules as students attending the events. The person inviting the guest will share responsibility for the conduct of the guest. A student attending a dance or social event may be asked to sign out when leaving before the end of the activity. Anyone leaving before the official end of the activity will not be readmitted.</p>	
<b>DISCIPLINE/DUE PROCESS** (See Appendix B)</b>	
<p>A student who violates the Student Code of Conduct shall be subject to disciplinary action.</p>	

<p>A student's due process rights will be observed in all such instances, including the right to appeal the discipline decisions of staff and administrators.</p> <p>Discipline in the district is based upon a philosophy designed to produce behavioural changes that will enable students to develop the self-discipline necessary to remain in school and to function successfully in their educational and social environments.</p> <p>Student disciplinary sanctions will offer corrective counseling and sanctions that are age appropriate, and to the extent practicable, that uses approaches that are shown through research to be effective.</p> <p>Disciplinary measures are applied depending on the nature of the offense and without bias. The age and past pattern of behavior of a student will be considered prior to any suspension or expulsion.</p> <p>In addition, when a student commits substance abuse, drug or drug paraphernalia, alcohol- and/or tobacco-related offenses or any other criminal act, they may also be referred to law enforcement officials and/or a substance abuse program. Violations of the district's weapons policy, as required by law, shall be reported to law enforcement.</p>
<p><u>Detention</u></p> <p>A student may be detained outside of school hours for disciplinary reasons, provided the parent has been notified of the detention and, in the case of bus students, arrangements have been made for the student's transportation home. In cases where transportation is required, 24-hour notice will be given so that transportation may be arranged.</p> <p>Lunch Detention (LD) is held daily during lunch period.</p> <ul style="list-style-type: none"> <li>▪ Students serving lunch detention must report to the office as soon as the bell for lunch rings.</li> <li>▪ Students serving lunch detention will have a brown bag lunch delivered to them from the cafeteria unless they brought a lunch from home.</li> </ul> <p>After School Detention (ASD) is held on Tuesday's and Thursday's from 3:30-5:20.</p>
<p><u>Discipline of Students with Disabilities</u></p> <p>When a student being served by an individualized education program (IEP) engages in conduct which would warrant suspension of more than 10 days or expulsion for a student without disabilities, the student's parents will be notified immediately (within 24 hours) of the circumstances of the misbehavior, the time and location of the student's IEP team meeting addressing the infraction and its relationship to the disability.</p> <p>The IEP team will determine whether the misconduct is a manifestation of the student's disability. Should the IEP team conclude the misconduct has no relationship to the student's disability, the student may be disciplined in the same manner as would other students.</p> <p>If the IEP team concludes the misconduct is a consequence of the student's disability, the team may review and revise the student's IEP and determine whether a change in placement is needed. The district may not suspend for more than 10 days or expel a student with a disability or terminate educational services for any behavior which is a manifestation of the disability.</p> <p>A student may be removed from the current educational placement to an appropriate interim alternative educational setting for the same amount of time that a student without a disability would be subject to discipline, but for not more than 45 calendar days in a school year, for a drug or weapon violation as provided in district procedures. Additionally, the district may request an expedited due process hearing to obtain a hearings officer's order to remove a student to an interim alternative educational setting for</p>

not more than 45 days if the student is exhibiting injurious behavior. For the purpose of this request, “injurious behavior” is defined as behavior that is substantially likely to result in injury to the student or to others.	
<u>Expulsion</u>	
<p>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 interventions to change the student’s behavior have been ineffective, except that expulsion may not be used to address truancy; or c) when required by law.</p> <p>The district shall consider the age of the student and the student’s past pattern of behavior prior to imposing the expulsion. The use of out-of-school expulsion of a student in the fifth grade or below, is limited to:</p> <ol style="list-style-type: none"> <li>1. Nonaccidental conduct causing serious physical harm to a student or employee;</li> <li>2. When a school administrator determines, based on the administration’s observation or upon a report from an employee, the student’s conduct poses a threat to the health or safety of students or employees; or</li> <li>3. When the expulsion is required by law.</li> </ol> <p>No student may be expelled without a hearing unless the student’s parent or the student, if 18 years of age, waives the right to a hearing, either in writing or by failure to appear at a scheduled hearing.</p> <p>An expulsion shall not extend beyond one calendar year.</p> <p>The district will provide appropriate expulsion notification including expulsion hearing procedures, student and parent rights and alternative education provisions as required by law as part of the expulsion process.</p>	
<u>Suspension</u>	
<p>A student whose conduct or condition is seriously detrimental to the learning environment or the school’s best interests may be suspended for up to and including 10 school days. A student may be suspended for one or more of the following reasons: a) willful violation of Board policies, administrative regulations or school rules; b) willful conduct which materially and substantially disrupts the rights of others to an education; c) willful conduct which endangers the student, other students or staff members; or d) willful conduct which damages or injures district property.</p> <p>The district may require a student to attend school during non-school hours as an alternative to suspension.</p> <p>An opportunity for the student to present their view of the alleged misconduct will be given. Each suspension will include a specification of the reasons for the suspension, the length of the suspension, a plan for readmission and an opportunity to appeal the decision.</p> <p>Every reasonable and prompt effort will be made to notify the parents of a suspended student.</p> <p>While under suspension, a student may not attend after-school activities and athletic events, be present on district property nor participate in activities directed or sponsored by the district.</p>	

<p>School work missed by a student while on suspension may be made up upon the student's return to school if the work missed reflects achievement over a greater period of time than the length of the suspension. For example, a student will be allowed to make up final, mid-term and unit examinations without an academic penalty.</p>
<p><b>DISTRIBUTION OF MATERIAL</b></p> <p>All aspects of K-8 school-sponsored publications, including web pages, newspapers and/or yearbooks, are completely under the supervision of the teacher and principal. Students may be required to submit such publications to the administration for approval. Generally, high school student journalists have the right to exercise freedom of speech and of the press in school-sponsored media. School-sponsored media prepared by student journalists are subject to reasonable time, place and manner restrictions pursuant to state and federal law.</p> <p>Written materials, handbills, photographs, pictures, petitions, films, tapes or other visual or auditory materials may not be sold, circulated or distributed on district property by a student or a nonstudent without the approval of the administration.</p> <p>Materials not under the editorial control of the district may be subject to administrative review, restriction or prohibition, based on legitimate educational concerns. Such concerns include whether the material is defamatory; age appropriate to the grade level and/or maturity of the reading audience; poorly written or inadequately researched; is biased or prejudiced; not factual; or not free of racial, ethnic, religious or sexual bias.</p> <p>All materials request for distribution requires approval of the administration.</p> <p>The district may designate the time, place and manner for distribution.</p> <p>If material is not approved within 24 hours of the time that it was submitted, it must be considered disapproved.</p> <p>A non-approval may be appealed to the superintendent. If the material is not approved by the superintendent within three days is considered nonapproved. This non-approval may be appealed to the Board at its next regular meeting when the individual shall have a reasonable period of time to present their viewpoint.</p>
<p><b>DRESS AND GROOMING (See Appendix B)</b></p> <p>The district's dress code is established to promote appropriate grooming and hygiene, prevent disruption and avoid safety hazards.</p> <p>Students who represent the school in a voluntary activity may be required to meet additional dress and grooming standards approved by the principal and may be denied the opportunity to participate if those standards are not met.</p>
<p><b>DRUG, ALCOHOL AND TOBACCO PREVENTION PROGRAM</b></p> <p>The possession, selling and/or use of illegal and harmful drugs, alcohol, tobacco products and inhalant delivery systems are strictly prohibited. This includes substance abuse and drug paraphernalia. This prohibition applies during the regular school day and/or at any district-related activity, regardless of time or location and while being transported on district-provided transportation. Students in violation of the district's policy will be subject to disciplinary action and referral to law enforcement officials, as appropriate, in accordance with the Student Code of Conduct.</p> <p>Since drug, alcohol and tobacco use is illegal for students and interferes with both effective learning and the healthy development of students, the district has a fundamental and ethical obligation to prevent drug, alcohol and tobacco use and to maintain a drug-free educational environment.</p>

<p>An aggressive intervention program to eliminate drug, alcohol and tobacco use has been implemented throughout the district. As part of this program, an age-appropriate drug, alcohol and tobacco prevention curriculum will be taught annually to all students.</p> <p>The program also includes staff training in district procedures for the identification and referral of students whose behavior is interfering with their potential success socially, emotionally, physiologically and/or legally as a result of illegal drug, alcohol and tobacco use.</p> <p>Parents are encouraged to contact the office for information on district and community resources available to assist students in need.</p>
<p><b>EMERGENCY DRILLS - FIRE, EARTHQUAKE, SAFETY THREATS AND OTHER EMERGENCY DRILLS</b></p>
<p>Instruction on fire, earthquake, safety threats dangers and drills for students shall be conducted each school month.</p> <p>At least one emergency drill, which include routes and methods of exiting the school building, will be conducted each month for students in grades PK-12. At least one fire drill will be conducted within the first 10 days of the school year.</p> <p>At least two drills on earthquakes and two drills for safety threats for students will be conducted each year for students in grades K-12. Drills and instruction on safety threats shall include procedures related to lockdown, lockout, shelter in place and evacuation and other actions to take when there is a threat to safety.</p> <p>A map/diagram of the fire escape route is posted near all classroom doorways and reviewed with students. When the fire alarm is sounded, students must follow the direction of staff quickly, quietly and in an orderly fashion.</p>
<p><b>EMERGENCY MEDICAL TREATMENT</b></p>
<p>A student who becomes ill or is injured at school must notify their teacher or another staff member as soon as possible. In the case of a serious illness or injury, the school shall attempt to notify parents according to information provided on emergency forms submitted by parents. Parents are encouraged to update this information immediately in the event of a change.</p> <p>If the student is too ill to remain in school, the student will be released to the student's parents or to another person as directed by parents on the student's emergency form.</p> <p>School staff may administer emergency or minor first aid, if possible. The school will contact emergency medical personnel, if necessary, and will attempt to notify the student's parents whenever the student has been transported for treatment.</p>
<p><b>EMERGENCY SCHOOL CLOSING INFORMATION</b></p>
<p>In case of hazardous or emergency conditions, the superintendent may alter district and transportation schedules, as are appropriate to the particular condition. Such alterations include closure of all schools, closure of selected schools or grade levels, alternate bus routes, delayed openings of schools and early dismissal of students.</p>
<p><b>EXPANDED OPTIONS PROGRAM</b></p>
<p>Upon providing evidence of successful completion of a post-secondary course through the Expanded Options Program, the district will grant credit to the student.</p> <p>By February 15th, the high school will send a notice about the program explaining eligibility requirements. A student may apply to, and be accepted by, a post-secondary institution. If accepted and if a student wishes to take an eligible course through this program, a student must notify the district no later than May 15th of that year. The selected student will meet with an advisory team to establish goals and develop an educational learning plan.</p>



## **EXTRACURRICULAR ACTIVITIES**

All students, regardless of their ability levels, are encouraged to take part in extracurricular activities and the many worthwhile learning experiences that involvement in student government, student clubs, organizations, athletics and other activities has to offer.

Interested students should contact the office or the Athletic Director for additional information.

## **FEES, FINES AND CHARGES**

Materials that are part of the basic educational program are provided without charge to a student. A student is expected to provide their own supplies (e.g., pencils, paper, erasers and notebooks) and may be required to pay certain other fees or deposits, including:

1. Club dues;
2. Security deposits;
3. Materials for a class project the student will keep in excess of minimum course requirements and at the option of the student;
4. Personal physical education and athletic equipment and apparel;
5. Voluntary purchases of pictures, publications, class rings, graduation announcements, etc.;
6. Student accident insurance and insurance on school-owned instruments;
7. Instrumental rental and uniform maintenance;
8. Student identification cards;
9. Fees for damaged library books and school-owned equipment;
10. Lock or locker deposits;
11. Fees for use of towels provided by the district for P.E. classes or athletics;
12. Field trips considered optional to the district's regular school program;
13. Admission fees for certain extracurricular activities;
14. Participation fees
15. Graduation supplies (e.g., cap, gown, cords, invitations)

A written notice will be provided to the student and their parent(s) of the district's intent to collect fees, fines and damages owed. Notice will include the reason the student owes money to the district, and itemization of the fees, fines or damages owed and the right of the parent to request a hearing.

Debts not paid within 10 calendar days of the district's notice to the student and parent will result in possible restrictions and/or penalties, until the debt is paid, and possible referral of the debt to a private collection agency or other methods available to the district.

A request to waive the student's debt must be submitted in writing to the principal or designee. Fees, fines and charges owed to the district may be waived at the discretion of the principal or designee if:

1. The district determines that the parent of the student is unable to pay the debt;
2. The payment of the debt could impact the health or safety of the student;
3. The creation of the notice of the debt owned would cost more than the potential total debt collected relating to the notice;
4. There are mitigating circumstances as determined by the principal or designee that preclude the collection of the debt.

Such requests must be received no later than 10 calendar days following the district's notice.	
All such restrictions and/or penalties shall end upon payment of amount owed.	
<b>FIELD TRIPS</b>	
Field trips may be scheduled for educational, cultural or other extracurricular purposes. All students are considered to be "in school" while participating in district-sponsored field trips. This means students are subject to the school's student conduct rules, applicable Board policy and such other rules as may be deemed appropriate by the field trip supervisor.	
Field trips under 10 miles will not require parent permission. Field trips 10 miles or more away will require signed parent consent.	
<b>FLAG SALUTE</b>	
Students shall receive instruction in respect for the national flag and will be provided an opportunity to salute the United States flag at least once a week by reciting <i>The Pledge of Allegiance</i> , if they choose.	
Individual students who do not participate in the salute must maintain a respectful silence during the salute.	
<b>FOREIGN EXCHANGE STUDENTS</b>	
The school may enroll students from other nations from those exchange programs officially recognized by the Board.	
Admission of exchange students will be made only at the beginning of a semester. All arrangements for admission in the fall semester must be concluded by July 1, prior to the beginning of the school term or by Superintendent approval.	
Foreign exchange students admitted to school under an F-1 Visa status will be required to pay tuition as required by law and at the rate established by the Board. Exchange students attending school under a J-1 Visa will be granted tuition waivers.	
Foreign exchange students may be awarded an honorary high school diploma upon satisfactory completion of the school's prescribed course of study.	
<b>FUND RAISING</b>	
Student organizations, clubs or classes, athletic teams, outside organizations and/or parent groups may occasionally be permitted to conduct fund-raising drives. An application for permission must be made to the principal at least 10 business days before the event. Fundraiser/Activity forms are available in the High School and Grade School offices.	
All funds raised or collected by or for school-approved student groups will be receipted, deposited and accounted for in accordance with Oregon law and applicable district policy and procedures. All such funds will be expended for the purpose of supporting the school's extracurricular activities program. The principal is responsible for administering student activity funds. The student body treasurer serves as the student government representative in administration of student activity funds.	
<b>GANGS</b>	
The presence of gangs and the violent activities and drug abuse that often accompany gang involvement can cause a substantial disruption of school, district activities and a student's ability to meet curriculum and attendance requirements.	

<p>A “gang” is defined as any group that identifies itself through the use of a name, unique appearance or language, including hand signs, the claiming of geographical territory or the espousing of a distinctive belief system that frequently results in criminal activity.</p> <p>In an effort to reduce gang involvement, the district encourages students to become involved with district-sponsored clubs, organizations and athletics and to discuss with staff and district officials the negative consequences of gang involvement and to seek the assistance of counselors for additional guidance and district and community resources that offer support to students and alternatives to gang involvement.</p> <p>No student on or about district property or at any district activity shall wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge or any other such symbol evidencing gang membership or affiliation. No student shall use any speech, either verbal or nonverbal (gestures, handshakes, etc.) signifying gang membership or affiliation. No student shall solicit other students for membership in any gangs nor commit any other illegal act or other violation of district policies.</p> <p>Students in violation of the district’s gang policy will be subject to discipline.</p>									
<b>GRADE CLASSIFICATION</b>									
<p>After the ninth grade, students are classified by grade level according to the number of units of credit earned toward graduation.</p> <table border="1" data-bbox="111 639 609 769"> <thead> <tr> <th><u>Units of Credit Earned</u></th><th><u>Grade Placement</u></th></tr> </thead> <tbody> <tr> <td>6</td><td>10 (sophomore)</td></tr> <tr> <td>12</td><td>11 (junior)</td></tr> <tr> <td>18</td><td>12 (senior)]</td></tr> </tbody> </table>		<u>Units of Credit Earned</u>	<u>Grade Placement</u>	6	10 (sophomore)	12	11 (junior)	18	12 (senior)]
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18	12 (senior)]								
<b>GRADE REDUCTION/CREDIT DENIAL</b>									
<p>Punctual and regular attendance is essential to the academic success of students. District staff may consider a student’s attendance in determining a grade reduction or credit denial, though attendance will not be the sole criterion used. Such decisions will not be based on nonattendance due to religious reasons, certain cultural customs, a student’s disability or an excused absence, as determined by district policy.</p> <p>At the beginning of each school year or course, teachers will inform students and parents how attendance and class participation are related to the instructional goals of the subject or course.</p> <p>Due process will be provided to any student whose grade is reduced or credit denied for attendance rather than for academic reasons.</p> <p>See <b>Appendix B</b> for more information.</p>									
<b>GRADUATION EXERCISES</b>									
<p>Students in good standing who have successfully completed the requirements for an Honors Diploma, a South Wasco County Schools diploma, qualifies to receive, receives an Oregon Diploma, a modified diploma, an extended diploma or an alternative certificate may participate in graduation exercises. Students who have not met the district’s diploma or certificate requirements will not be permitted to take part in the district’s graduation exercises. Additionally, students may be denied participation in graduation exercises for violation of Board policies, administrative regulations or school rules.</p>									

The valedictorian(s), salutatorian(s) or others may be permitted to speak as part of the graduation exercise program at the discretion of the building principal or designee. All speeches will be reviewed and approved in advance by the building principal or designee.

#### **GRADUATION REQUIREMENTS (See Appendix A)**

The Board establishes graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate, which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is received by the student's parent or guardian or by the student if they are 18 years of age or older or emancipated.

Students will have onsite access to the appropriate resources to achieve a South Wasco County Honors Diploma or regular diploma, an Oregon Diploma, a modified diploma, an extended diploma or an alternative certificate at each high school. The district provides age-appropriate and developmentally appropriate literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the modified or extended diploma requirements.

The district may award an Oregon Diploma, a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time Oregon Diploma, the modified, or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the Oregon Diploma, the modified diploma, or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either 4 years after starting the ninth grade, or until the student reached the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18, must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate will have the option of participating in a high school graduation ceremony with the student's class.

A student who received a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that is required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a Free Appropriate Public Education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended diploma, an alternate certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, an extended diploma or an alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

The district may not deny a diploma to a student who has opted out of the statewide assessment if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option.

Students and their parents will be notified of graduation and diploma requirements through the high school curriculum guide.

### **Essential Skills**

During the 2023-24 school year, the requirement to demonstrate Essential Skills, usually completed by passing State Assessments in English and math, are suspended while the legislature considers the advisability of using these assessments as an "exit exam" for graduation.

### **HAZING, HARASSMENT, INTIMIDATION, BULLYING, CYBERBULLYING, MENACING, TEEN DATING VIOLENCE, DOMESTIC VIOLENCE**

Harassment, intimidation or bullying, cyberbullying or teen dating violence, by students, staff or third parties toward students is strictly prohibited and shall not be tolerated in the district. Retaliation against any person who is a victim of, who reports, is thought to have reported, or files a complaint about an act of harassment, intimidation or bullying, an act of cyberbullying, or teen dating violence, or otherwise participates in an investigation or inquiry is strictly prohibited. A person who engages in retaliatory behavior will be subject to consequences and appropriate remedial action. False charges shall also be regarded as a serious offense and will result in consequences and appropriate remedial action.

Individuals may also be referred to law enforcement officials.

"Harassment, intimidation or bullying" means any act that substantially interferes with a student's educational benefits, opportunities or performance, that takes place on or immediately adjacent to school grounds, at any school-sponsored activity, on school-provided transportation, or at any official school bus stop, that may be based on but not limited to, the protected class of a person, having the effect of:

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

"Protected class" means a group of persons distinguished, or perceived to be distinguished, by race, color, religion, sex, sexual orientation, sexual identity, national origin, marital status, familial status, source of income or disability.

"Teen dating violence" means:

1. A pattern of behavior in which a person uses or threatens to use physical, mental, or emotional abuse to control another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age; or
2. Behavior by which a person uses or threatens to use sexual violence against another person who is in a dating relationship with the person, where one or both persons are 13 to 19 years of age.

“Domestic violence” means abuse by one or more of the following acts between family and/or household members:

1. Attempting to cause or intentionally, knowingly or recklessly causing bodily injury;
2. Intentionally, knowingly or recklessly placing another in fear of imminent bodily injury;
3. Causing another to engage in involuntary sexual relations by force or threat of force.

“Cyberbullying” is the use of any electronic communication device to harass, intimidate or bully.

“Retaliation” means any acts of, including but not limited to, harassment, intimidation or bullying, teen dating violence and acts of cyberbullying toward the victim, a person in response to an actual or apparent reporting of or participation in the investigation of, harassment, intimidation or bullying, teen dating violence, and acts of cyberbullying, or retaliation.

The principal will take reports and conduct a prompt investigation of any reported acts of harassment, intimidation or bullying, cyberbullying, or teen dating violence. Any employee who has knowledge of conduct in violation of this policy shall immediately report their concerns to the principal, who has overall responsibility for all investigations. Any student who has knowledge of conduct in violation of this policy or feels they have been subjected to an act of harassment, intimidation or bullying, or cyberbullying or feel they have been a victim of teen dating violence in violation of this policy, is encouraged to immediately report concerns to the principal, who has overall responsibility for all investigations. A report made by a student or volunteer may be made anonymously. A student may also report concerns to a teacher or counselor who will be responsible for notifying the principal.

The district shall incorporate age-appropriate education about teen dating violence and domestic violence into new or existing training programs for students in grades 7 through 12.

All reports will be promptly investigated in accordance with the following procedures:

**Step 1** Any reports or information on acts of harassment, intimidation or bullying, acts of cyberbullying, or incidents of teen dating violence (e.g., complaints, rumors) shall be presented to principal. Reports against the principal shall be filed with the superintendent. Reports against the superintendent shall be filed with the Board chair. Information may be presented anonymously. All such information will be reduced to writing and will include the specific nature of the office and corresponding dates.

**Step 2** The principal receiving the report shall promptly investigate. Parents will be notified of the nature of any report involving their student. The principal will arrange such meetings as may be necessary with all concerned parties within [five] working days after receipt of the information or report. The parties will have an opportunity to submit evidence and a list of witnesses. All findings related to the report will be reduced to writing. The principal conducting the investigation shall notify the person making the report within [10] working days of receipt of the information or report, and parents as appropriate, in writing when the investigation is concluded and a decision regarding disciplinary action, as warranted, is determined.

A copy of the notification letter or the date and details of notification to the person making the report, together with any other documentation related to the incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.

**Step 3** If the person making the report is not satisfied with the decision at Step 2, they may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the person making the report and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the appeal within [10] working days.

<p>Step 4 If the person making the report is not satisfied with the decision at Step 3, a written appeal may be filed with the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the person making the report shall be given an opportunity to present the report. The Board shall provide a written decision to the person making the report within [10] working days following completion of the hearing.</p> <p>Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, Office for Civil Rights, Region X, 915 Second Ave., Room 3310, Seattle, WA 98174-1099.</p> <p>Documentation related to the incident may be maintained as a part of the student's education records. [Additionally, a copy of all reported acts of [hazing,] harassment, intimidation or bullying, [menacing] or cyberbullying, or incidents of teen dating violence and documentation will be maintained as a confidential file in the district office.]</p> <p>If a student is experiencing</p>
<p><b>HOMELESS STUDENTS</b></p> <p>The district provides full and equal opportunity to students in homeless situations as required by law, including immediate enrollment. School records, medical records, proof of residence or other documents will not be required as a condition for admission. A homeless student will be admitted, in accordance with the student's best interest, to the student's school of origin or will be enrolled in a district school in the attendance area in which the homeless student is actually living, unless contrary to the request of the parent or unaccompanied student. Transportation to the student's school of origin will be provided in accordance with the McKinney-Vento Homeless Assistance Act.</p> <p>For additional information concerning the rights of students and parents of students in homeless situations or assistance in accessing transportation services, contact Mark Endsley, Principal, the district's liaison for homeless students.</p>
<p><b>HOMEWORK</b></p> <p>Homework is assigned to provide students an opportunity to practice independently what has been presented in class, to improve the learning processes, to aid in the mastery of skills and to create and stimulate interest. Whatever the task, the experience is intended to be complementary to the classroom process.</p>
<p><b>IMMUNIZATION, VISION SCREENING AND DENTAL SCREENING</b></p> <p><u>Immunization</u></p> <p>A student must be fully immunized against certain diseases or must present a certificate or statement that, for religious, philosophical beliefs and/or medical exemption, the student should not be immunized. Proof of immunization may be personal records from a licensed physician or public health clinic.</p> <p>Any student not in compliance with Oregon statutes and rules related to immunization may be excluded from school until such time as they have met immunization requirements. The student's parent or guardian will be notified of the reason for this exclusion. A hearing will be afforded upon request.</p> <p><u>Vision Screening</u></p> <p>The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has received:</p> <ol style="list-style-type: none"> <li>1. A vision screening or eye examination; and</li> <li>2. Any further examination, treatments or assistance necessary.</li> </ol>

<p>The certification is not required if the parent or guardian provides a statement to the district that:</p> <ol style="list-style-type: none"> <li>1. The student submitted a certification to a prior education provider; or</li> <li>2. The vision screening or eye examination is contrary to the religious beliefs of the student or the parent or guardian of the student.</li> </ol>	
<u>Dental Screening</u>	
<p>The parent or guardian of a student who is 7 years of age or younger and is beginning an education program with the district for the first time shall, within 120 days of beginning the education program, submit a certification that the student has, received a dental screening within the previous 12 months.</p> <p>The certification is not required if the parent or guardian provides a statement to the district that:</p> <ol style="list-style-type: none"> <li>1. The student submitted a certification to a prior education provider;</li> <li>2. The dental screening is contrary to the religious beliefs of the student or the parent or guardian of the student; or</li> <li>3. The dental screening is a burden, as defined by the State Board of Education, for the student or the parent or guardian of the student.</li> </ol>	
<b>INFECTION CONTROL/HIV, HBV AND AIDS</b>	
<p>Although HIV, AIDS and HBV* are serious illnesses, the risk of contracting the disease in school is extremely low and generally limited to situations where nonintact skin or mouth, eye or other mucous membranes would be exposed to blood or any body fluids contaminated with blood from an infected person. Since any risk is serious, however, the district requires that staff and students approach infection control using standard precautions. That is, each student and staff member is to assume all direct contact with human blood and body fluids is regarded as known to be infectious for HIV, AIDS, HBV and/or other infectious diseases.</p>	
<u>HIV, HBV, AIDS – Students</u>	
<p>A student infected with HIV<sup>1</sup>, HBV or AIDS is entitled to remain in a regular classroom setting and eligible for all rights, privileges and services as provided by law and Board policy. The district recognizes that a student (parent) has no obligation to report an HIV, HBV or AIDS condition diagnosis to the district.</p> <p>If the district is informed, the district is also prohibited by law from releasing information unless the infected person or parent gives permission for such release.</p> <p>If a student (parent) wishes to divulge such information and continues attending school, the district will meet with the infected individual or representative to develop appropriate procedures.</p> <p>Individuals with questions regarding these requirements of law or district procedures should contact the principal.</p>	
<u>Human Sexuality, AIDS/HIV and Sexually Transmitted Disease Instruction</u>	
<p>An age-appropriate plan of instruction about Human Sexuality, AIDS, HIV and Sexually Transmitted Diseases has been included as an integral part of the district's health curriculum. The plan of instruction will include age-appropriate child sexual abuse prevention instruction for students in kindergarten through grade 12. Any parent may request that their student be excused from that portion of the instructional program required by Oregon law by contacting the principal for additional information and procedures.</p>	



<b>INSURANCE</b>	
At the beginning of the school year, the district [will] make available to students and parents a low-cost student accident insurance program. Parents are responsible for paying premiums (if coverage is desired) and for submitting claims through the district office. The district shall not be responsible for costs of treating injuries or assume liability for any other costs associated with an injury.	
[Before participating in a school-sponsored trip outside the district or in school-sponsored athletics, students and parents must have: (1) purchased the student accident insurance; (2) shown proof of insurance; or (3) signed a form rejecting the insurance offer.]	
<b>LOCAL WELLNESS</b>	
Students may are encouraged (required for graduation) to participate in physical activity and receive instruction on nutrition or maintaining healthy lifestyles.	
<b>LOCKERS</b>	
Lockers and other district storage areas provided for student use remain under the jurisdiction of the district even when assigned to an individual student. Lockers may be routinely inspected without prior notice to ensure no item which is prohibited on district premises is present; maintenance of proper sanitation, mechanical condition and safety; and to reclaim district property including instructional materials.	
A student has full responsibility for the security of the locker and is responsible for making certain it is locked and that the combination is not available to others. Valuables should never be stored in the student's locker. The district will not be responsible for the loss of, or damage to, personal property.	
<b>LOST AND FOUND</b>	
Any articles found in the school or on district grounds should be turned in to the school office. Unclaimed articles will be disposed of at the end of each semester.	
Loss or suspected theft of personal or district property should be reported to the school office.	
The district will not be responsible for the loss of, of damage to, personal property.	
<b>MEAL PROGRAMS</b>	
The district participates in the National School Lunch, School Breakfast, and offers free meals to all students.	
Additional information can be obtained in the office.	
<b>MEDIA ACCESS TO STUDENTS</b>	
Media representatives may interview and photograph students involved in instructional programs and school activities, including athletic events. Information obtained directly from students does not require parental approval prior to publication.	
Parents who do not want their student interviewed or photographed should direct their student accordingly.	
District employees may release student information only in accordance with applicable provisions of the education records law and Board policies governing directory information and personally identifiable information.	

<b>MEDICATIONS</b>	
Students may be permitted to take medication and/or self-medicate at school, at school-sponsored activities, under the supervision of school personnel, and in transit to or from school or school-sponsored activities in accordance with Board policy, administrative regulations and the following.	
<u>District-Administered Medication</u>	
Request and parental permission for the district to administer prescription or nonprescription medication shall be made in writing by the parent or student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675.	
Written instructions of the prescriber are required for all requests to administer prescription medication. Such instructions must include the following information: name of the student, name of the medication, dosage, method of administration, frequency of administration, any other special instructions and the signature of the prescriber. A prescription label prepared by a pharmacist at the direction of a prescriber meets the requirements for written instructions from the prescriber, if the information above is included.	
Written instructions, which include the information above and the reason that the medication is necessary for the student to remain in school, are required for all requests to administer nonprescription medication.	
All medication to be administered by the district is to be brought to school in its original container. Medication not picked up by the parent within [five] school days of the end of the medication period or at the end of the school year, whichever occurs first, will be disposed of by the district.	
In situations when a licensed health care professional is not immediately available, designated personnel may administer to students, by means of injection, epinephrine, glucagon or other medications as prescribed and allowed by Oregon law (OAR 851-047-0030).	
A process shall be established by which, upon parent written request, a backup prescribed autoinjectable epinephrine be kept at a reasonable, secured location in the student's classroom.	
<u>Premeasured Doses of Epinephrine</u>	
A premeasured dose of epinephrine may be administered by trained, designated personnel to any student or other individual on school premises who the personnel believe, in good faith, is experiencing a severe allergic reaction, regardless of whether the student or individual has a prescription for epinephrine.	
<u>Self-Medication</u>	
Students in grades K-12, who are able to demonstrate the ability, developmentally and behaviorally, to self-medicate, are permitted to self-medicate prescription and nonprescription medication upon:	
<ol style="list-style-type: none"> <li>1. Written request and permission of the parent or student, if the student is allowed to seek medical care without parental consent pursuant to ORS 109.610, 109.640 or 109.675; and</li> <li>2. Permission from a building administrator, prescriber or registered nurse practicing in a school setting; and</li> <li>3. Compliance with age-appropriate guidelines.</li> </ol>	
In the case of prescription medication, permission from the prescriber is also required. Such permission may be indicated on the prescription label. The instruction for a student to self-medicate will include an assurance that the student has been instructed in the correct and responsible use of the medication from the prescriber.	

<p>A student permitted to self-administer medication may be monitored by designated personnel to monitor the student's response to the medication.</p> <p>All medication must be kept in its appropriately-labeled, original container. The student's name is to be affixed to nonprescription medication.</p> <p>Students may have in their possession only the amount of medication needed for that school day. Except for manufacturer's packaging that contains multiple dosage, the student may carry one package. Sharing or borrowing nonprescription or prescription medication of any kind is strictly prohibited.</p> <p>Permission to self-medicate may be revoked if the student is found to be in violation of these requirements. Students may also be subject to disciplinary action.</p> <p>Contact the school office for additional information and forms.</p>	
<b>ONLINE LEARNING</b>	
<p>The district may grant credit for approved online courses offered by programs preapproved by the District. Students may apply to take an online course and may receive credit for completion of approved online courses that meet district or state requirements and academic content standards.</p> <p>[Students may also apply to take an online, eligible post-secondary course through the district's Expanded Options Program. If a student wishes to receive credit toward graduation, the student and the online course offered through the post-secondary institution must meet statutory and district criteria. See Expanded Options Program.]</p> <p>The District will provide optional Distance Learning curriculum for families that request it. Students will work with staff to create an appropriate schedule to ensure grade level academic progress, and the student and parent(s) will work offsite to complete the coursework. During the 2023-24 school year, a school liaison will be available to support students with the use of the online program, and to connect the student to academic support resources as available through District staff. Students will complete a course of study comparable to what they would receive through live instruction, but will complete it through distance means.</p>	
<b>PARENTAL INVOLVEMENT</b>	
<p>Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks parents to:</p> <ol style="list-style-type: none"> <li>1. Encourage their students to put a high priority on their education and to commit themselves to making the most of the educational opportunities the district provides;</li> <li>2. Keep informed on district activities and issues. The [district] newsletter published [monthly], ["Back to School" nights in the fall and spring] and parent/booster club meetings provide opportunities for learning more about the district;</li> <li>3. Become a district volunteer. For further information contact the [principal];</li> <li>4. Participate in district parent organizations. The activities are varied, ranging from graduation activities to the building's site council, with its emphasis on instructional improvement.</li> </ol>	
<b>PARENTAL RIGHTS</b>	
<p>Parents of students may inspect any survey created by a third party before the survey is administered or distributed by the school to students. Parents may also inspect any survey administered or distributed by the district or school containing one or more of the following items:</p>	

1. Political affiliations or beliefs of the student or the student's parent;
2. Mental or psychological problems of the student or the student's parent;
3. Sex behavior or attitudes;
4. Illegal, anti-social, self-incriminating or demeaning behavior;
5. Critical appraisals of other individuals with whom respondents have close family relationships;
6. Legally-recognized privileged or analogous relationships such as those of lawyers, physicians or ministers;
7. Religious practices, affiliations or beliefs of the student or the student's parents;
8. Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance.

A student's personal information (e.g., name, address, telephone number, social security number) will not be collected, disclosed or used for the purpose of marketing or for selling that information without prior notification, an opportunity to inspect any instrument used to collect such information and permission of the student's parent(s) or the student, if age 18 or older.

Instructional materials used as part of the school's curriculum may also be reviewed by the student's parent(s).

Requests to review materials or to excuse students from participation in these activities, including any nonemergency, invasive physical examination or screenings administered by the school and not otherwise permitted or required by state law should be directed to the office during regular school hours.

#### **PEDICULOSIS (HEAD LICE)**

A student with a suspected case of lice shall be referred to the school nurse or administrator for an assessment. A student found with live lice or nits (lice eggs) will be excluded from school attendance. A student excluded from school will be readmitted after an assessment by designated personnel to confirm no live lice are present and may be subject to periodic checks.

#### **PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA**

Students may be allowed to use and possess personal communication devices on district property and at district-sponsored activities provided such devices are not used in any manner that may disrupt the learning environment or district-sponsored activities, or violate Board policies, administrative regulations, school or classroom rules, state and federal law<sup>1</sup>. A "personal electronic device" is a device that is capable of electronically communicating, sending, receiving, storing, recording and/or displaying information and data, such as a cell phone, smart phone, tablet, or lap top computer.

Cell phones are not permitted for use during class time in middle or high school. A secure storage area will be designated in each classroom where students will need to check them during class. Cell phones are permitted before and after school, during passing periods, and at lunch. Students in violation of the district's cell phone policy will be subject to discipline.

Students may not access social media websites using district equipment, while on district property or at district-sponsored activities unless the access is approved by a district representative.

Devices which have the capability to take photographs or record video or audio shall not be used for such purposes while on district property or while a student is engaged in sponsored activities, unless expressly authorized in advance by the district administrator.

The district will not be liable for personal electronic devices brought to district property and public charter school-sponsored activities. The district will not be liable for information or comments posted by students on social media websites when the student is not engaged in district activities and not using public charter school equipment

Students found in violation of the personal electronic device use and possession prohibitions of Board policy and rules as established by the administrator will be subject to disciplinary action. The device may be confiscated and will be released to the student's parents.

The district will not be responsible for the loss of, or damage to, personal property.

*<sup>1</sup>The taking, disseminating, transferring or sharing of obscene, pornographic, lewd or otherwise illegal images or photographs, whether by electronic data transfer or otherwise (commonly called texting, sexting, emailing, etc.) may constitute a crime under state and/or federal law. Any person taking, disseminating, transferring or sharing obscene, pornographic, lewd or otherwise illegal images of photographs will be reported to law enforcement and/or other appropriate state or federal agencies[, which may result in arrest, criminal prosecution and lifetime inclusion on sexual offender registries.*

#### **PHYSICAL EXAMINATIONS (Athletics)**

Students in grades 7 through 12 must have a physical examination performed by a physician prior to practice and competition in athletics and shall additionally have a physical examination once every two years and after either a significant illness or a major surgery prior to further participation.

The physical examination is the responsibility of the parent/student and is to be paid for by the parent/student. Record of the examination must be submitted to the district and will be kept on file and reviewed by the coach prior to the start of any sports season.

Students shall not participate without a completed school sports preparticipation examination form on file with the district.

#### **POSTERS**

Signs, banners or posters that a student wishes to display must first be approved by the principal or designee. Signs, banners or posters displayed without authorization will be removed. Any student who posts printed material without prior approval shall be subject to disciplinary action.

#### **PROGRAM EXEMPTIONS**

The Board may excuse students from a state-required program or learning activity for reasons of religion, disability or other reasons deemed appropriate by the district.

An alternative program or learning activity for credit may be provided.

All such requests should be directed to the principal by the parent in writing and include the reason for the request.

#### **PROMOTION, RETENTION AND GRADE LEVEL PLACEMENT OF STUDENTS**

A student shall be promoted from one grade to the next on the basis of academic, social and emotional development.

Exceptions may be made when, in the judgment of the professional staff, such exceptions are in the best educational interest of the student involved.

A decision to retain a student will be made only after prior notification and explanation to the student's parents. Parental decisions will be final.

Students in grades 9-12 will be promoted or retained in accordance with state and district graduation requirements.

Students will be placed in the grade level or course best suited to meet their needs, based on the district's evaluation of the student's transcript and/or other documentation, assessment, portfolio/work sample evidence, etc., as may be required by the district.

If the student is unable to provide appropriate documentation, the building principal or designee will make the grade level or course determination placement based on district-administered assessment(s) as deemed appropriate.

#### **RELEASE OF STUDENTS FROM SCHOOL**

A student shall not be released from school at times other than regular dismissal hours except with the principal's permission or according to school sign-out procedures. The teacher will determine that permission has been granted before allowing the student to leave. A student will not be released to any person without the approval of their parent or as otherwise provided by law.

All students grade 7-12 must sign out in the office before leaving school at other than dismissal hours.

All students grade Pre-K – 6 must be signed out in the school office by a parent or approved responsible party.

In order to attend athletic events that begin prior to the end of school, parents must release students in person to attend together. Students will not be released to attend athletic events unsupervised via phone call.

#### **REPORTS TO STUDENT AND PARENTS**

Written reports shall be issued to parents at least annually informing parents of their student's progress toward achieving the academic content standards. Parents will receive reports on their student's absences.

Letter grades will be also be used during the school year to communicate course progress. These Grades will be based on many factors including assignments, both oral and written; class participation; special assignments; research activities and other identified criteria.

**South Wasco County Middle and High School:** At the end of the first three weeks of a 9-week reporting period, and every two weeks thereafter until the end of each 9 week period the district will report students' progress to the student and parents. The district will also report final grades at the end of each semester. These reports will be mailed to parents.

<b>Grade/Mark</b>	<b>Definition</b>	<b>GPA Points</b>
A	The student demonstrated exemplary performance on class assignments and activities. Student demonstrated high levels of understanding of objectives for the course.	4
B	The student demonstrated above average performance on class assignments and activities. Student demonstrated a very good understanding of objectives for the course.	3
C	The student demonstrated an average level of performance on class assignments and activities. Student demonstrated an average understanding of objectives for the course.	2

D	The student demonstrated a somewhat fair level of performance on class assignments and activities. Student demonstrated a below-average understanding of objectives for the course.	1
F	The student did not complete assignments or completed well below the level of expected performance. Student demonstrated an extremely limited understanding of the objectives for course.	0
NG (No Grade)	The student withdrew or was withdrawn from the course before enough data was available to assign a grade, or the student was assigned to an alternative placement after the deadline to change courses.	No points; does not count against GPA
I (No Grade)	An incomplete (I) is a temporary grade given at the teacher's discretion when circumstances beyond the student's control (illness, family emergency, for example) have prevented the student from completing the course by the end of the semester. Incompletes generally extend the grading period for two weeks; extensions beyond two weeks must be approved by the principal. Incompletes that are not resolved in the designated time frame will convert to failing grades. NOTE: Per Oregon School Activities Association (OSAA) policy, grades of I count as failing grades.	0

**Maupin Grade School:** At the end of each 9 weeks the district will report students' progress to the parents and students.

**Parent/Student Portal:** Parents and students may access course progress information on the district website at [www.swasco.net](http://www.swasco.net) by clicking the "Parent/Student Portal" button. For log-in information, see Tonya Duling, Registrar.

**RESTRAINT AND SECLUSION**

The use of physical restraint and/or seclusion is permitted only as a part of an individual behavior plan when other less restrictive interventions would not be effective, and the student's behavior poses a threat of imminent, serious physical harm to self or others.

Except in the case of an emergency, only staff currently trained in Non-Violent Crisis Intervention© or a similar program approved by the State of Oregon will implement physical restraint or seclusion with a student.

In an emergency, physical restraint and/or seclusion may also be used by a school administrator, teacher or other school employee as necessary when the student's behavior imposes a reasonable threat of imminent, serious bodily injury to the student or to others. The use of physical restraint or seclusion under these circumstances is only allowed so long as the student's behavior poses a threat of imminent, serious physical harm to themselves or to others.

Any student being restrained or secluded within the district whether an emergency or as part of a plan shall be constantly monitored by staff for the duration of the intervention.

Parents will be notified if their student has been restrained or secluded as described above in accordance with district policy.

<b>SENIOR TRIPS</b>	
The district recognizes senior trips as an important culminating experience for graduating students but does not endorse trips taken for any purpose other than District approved curriculum. District-sponsored senior trips will not be authorized.	
Private groups and organizations may be permitted to use district facilities and equipment during noninstructional time to promote senior trips on the same basis as facilities and equipment are provided to others.	
<b>SPECIAL PROGRAMS</b>	
<u>Bilingual Students [English Language Learners]</u>	
The school provides special programs for bilingual English language learning students. A student or parent with questions about these programs should contact the principal.	
<u>Students with Disabilities</u>	
The school provides programs and services for students with disabilities. A student or parent with questions should contact Tara Aschoff, special education director. She can be reached at 541-395-2225 or by email at: <a href="mailto:taraa@swasco.net">taraa@swasco.net</a> .	
<u>Title IA Services</u>	
The school provides special services for disadvantaged learners. Parents of eligible students are encouraged to become involved in the organized, ongoing planning, review and improvement of the school's Title IA program efforts. Notification will be provided of meetings held to inform parents of participating students of the school's participation in and requirements of Title IA. Students or parents with questions should contact a building administrator or counselor.	
<b>STUDENT/PARENT COMPLAINTS</b>	
<u>Discrimination Complaints</u>	
A student and/or parent with a complaint regarding possible discrimination of a student on any basis protected by law should contact Mark Endsley, principal.	
<u>Division 22 Education Standards Complaints</u>	
Any resident of the district, parent of a student attending district schools or a student attending a school in the district may make an appeal or complaint alleging violation of the district's compliance with an educational standard as provided by the State Board of Education. The complainant should first discuss the nature of the alleged violation with the individual involved.	
If the complainant wishes to pursue the matter further, the complainant will follow the complaint process outlined in Board policy KL – Public Complaints and any accompanying administrative regulations.	
After exhausting local procedures or if the district has not resolved the complaint with 90 days of the initial filing of a written complaint with the district (whichever occurs first), any complainant may make a direct appeal to the State Superintendent of Public Instruction.	



#### Instructional Materials Complaints

Complaints by students or parents about instructional materials should be directed to the principal. Should the student or parent, following initial efforts at informal resolution of the complaint, desire to file a formal complaint, a "Reconsideration Request Form for Re-evaluation of Instructional Materials" may be requested from the school office. The principal will be available to assist in the completion of such forms as requested.

All Reconsideration Request Forms must be signed by the complainant and filed with the superintendent.

A reconsideration committee, comprised in accordance with Board policy, will review the material and forward a recommendation to the superintendent for appropriate action and notification to the complainant. A copy of the committee's recommendation and justification will be forwarded to the complainant together with the superintendent's written decision.

The complainant may appeal the superintendent's decision to the Board, whose decision will be final.

#### Placement/Enrollment of Homeless Students Complaints

In the event a dispute arises over school selection or enrollment of a student in a homeless situation, the student will be immediately admitted to the school in which enrollment is sought pending resolution of the dispute. The student/parent may appeal the school's written decision in accordance the McKinney-Vento Act dispute resolution and appeal process, including final appeal to the Oregon Department of Education (ODE) State Coordinator. Additional information may be obtained by contacting the district's liaison for students in homeless situations.

#### Public Complaints

Any member of the public who wishes to express a concern should discuss the matter with the school employee involved. The employee shall respond within [five] working days.

If the individual is unable to resolve a problem or concern with the employee, the individual may file a written, signed complaint with the [administrator] [supervisor]. The [administrator] [supervisor] shall evaluate the complaint and render a decision within [five] working days after receiving the complaint.

If the complaint is not resolved, within [10] working days of the meeting with the [administrator] [supervisor], the complainant, if they wish to pursue the action, shall file a signed, written complaint with the superintendent or designee clearly stating the nature of the complaint and a suggested remedy. The superintendent or designee shall investigate the complaint, confer with the complainant and the parties involved and prepare a report of findings and conclusion and provide the report in writing or in an electronic form to the complainant within [10] working days after receiving the written complaint.

If the complainant is dissatisfied with the superintendent's or designee's findings and conclusion, the complainant may appeal the decision to the Board within [five] working days of receiving the superintendent's decision. The Board may hold a hearing to review the findings and conclusion of the superintendent, to hear the complaint and to hear and evaluate any other evidence as it deems appropriate. All parties involved, including the school administration, may be asked to attend such hearing for the purposes of making further explanations and clarifying the issues. If the Board chooses not to hear the complaint, the superintendent's decision is final. The complainant shall be informed in writing or in electronic form of the Board's decision within [20] working days from the hearing of the appeal by the Board. The Board's decision will address each allegation in the complaint and contain reasons for the district's decision. The Board's decision will be final.

Complaints against the principal may be file with the superintendent. Complaints against the superintendent should be referred to the Board chair on behalf of the Board. Complaints against the Board as a whole or individual Board members should be made to the Board chair on behalf of the Board.

<p>If any complaint alleges a violation of Oregon Administrative Rule (OAR) Chapter 581, Division 22 (Standards), Oregon Revised Statute (ORS) 339.285 to 339.303 or OAR 581-021-0550 to 581-021-0570 (Restraint and Seclusion) or ORS 659.852 (Retaliation), and the complaint is not resolved through the complaint process, the complainant, who is a student, a parent or guardian of a student attending a school in the district or a person who resides in the district, may appeal rights with the Deputy Superintendent of Public Instruction as outlined in Oregon Administrative Rule (OAR) 581-002-0040[ (See KL-AR(2) - Appeal to the Deputy Superintendent of Public Instruction)].</p> <p>If the complaint alleges discrimination pursuant to ORS 659.850 (Discrimination) and the complaint is not resolved at the local level through administrative regulation AC-AR - Discrimination Complaint Procedure, the complaint may meet the criteria to file an appeal with the Superintendent of Public Instruction as outlined in OAR 581-021-0049.</p>
<p><u>Staff Sexual Conduct with Students</u></p> <p>Sexual conduct by district/school employees as defined by Oregon law will not be tolerated. All district employees are subject to this policy.</p> <p>“Sexual conduct” as defined by Oregon law is any verbal or physical [or other] conduct by a school employee that is sexual in nature; directed toward a kindergarten through grade 12 student; unreasonably interferes with a student’s educational performance; and creates an intimidating, hostile or offensive educational environment. The definition for sexual conduct does not include behavior that would be considered abuse of a child as outlined by Oregon law and district Board policy JHFE and JHFE-AR – Reporting of Suspected Abuse of a Child.</p> <p>The district will post in each school building the name and contact information of the person designated to receive sexual conduct reports, as well as the procedures the [personnel director] [superintendent] will follow upon receipt of a report.</p> <p>The person designated to receive sexual conduct reports is Mark Endsley. In the event the designated person is the suspected perpetrator, Ryan Wraught, or Kevin Duling] shall receive the report. When the Principal takes action on the report, the person who initiated the report must be notified.</p> <p>The district will provide annual training to district employees, parents and student regarding the prevention and identification of sexual conduct.</p>
<p><u>Students with Disabilities Complaints</u></p> <p>A complaint or concern regarding the identification, evaluation or placement of a student with disabilities or the accessibility of the district’s services, activities or programs to a student, should be directed to Tara Aschoff, special education director.</p>
<p><u>Students with Sexual Harassment Complaints</u></p> <p>Sexual harassment of or by staff members, students, or third parties who are on or immediately adjacent to school grounds, at any district-sponsored activity, on any district-provided transportation or at any official bus stop, Board members, volunteers, parents, visitors, service contractors or others engaged in district business is strictly prohibited and shall not be tolerated in the district.</p> <p>“District” includes district facilities, district premises and non-district property if the student or employee is at any district-sponsored, district-approved or district-related activity or function, such as field trips or athletic events where students are under the jurisdiction of the district or where the employee is engaged in district business.</p> <p>Sexual harassment of students shall include, but not be limited to, unwelcome sexual advances, request for sexual favors and other verbal or physical conduct of a sexual nature when:</p> <ol style="list-style-type: none"> <li>1. The conduct or communication has the purpose or effect of demanding sexual favors in exchange for benefits;</li> </ol>

2. Submission to or rejection of the conduct or communication is used as the basis for educational decisions affecting a student;
3. The conduct or communication is so severe, persistent or pervasive that it has the purpose or effect of unreasonably interfering with a student's educational performance; or creates an intimidating, offensive or hostile educational. Relevant factors to be considered will include, but not be limited to, did the individual view the environment as hostile; was it reasonable to view the environment as hostile; the nature of the conduct; how often the conduct occurred and how long it continued; age and sex of the complainant; whether the alleged harasser was in a position of power over the student subject to the harassment; number of individuals involved; age of the alleged harasser; where the harassment occurred; and other incidents of sexual harassment at the school involving the same or other students, staff members or third parties.

The principal and the superintendent have responsibility for complaints and investigations concerning sexual harassment. All complaints and other reported incidents shall be investigated. The investigator shall be a neutral party having had no involvement in the complaint presented.

Step 1 Any sexual harassment information (i.e., complaints, rumors) shall be presented to the principal, compliance officer or superintendent. All such information shall be reduced to writing and will include the specific nature of the sexual harassment and corresponding dates.

The district official receiving the complaint shall cause the district to provide written notice from the district to the complainant that includes:

1. Their rights;
2. Information about the internal complaint processes available through the school or district that the complainant may pursue;
3. Notice that civil and criminal remedies that are not provided by the school or district may be available to the complainant through the legal system and that those remedies may be subject to statutes of limitation;
4. Information about services available to the student or staff member complainant through the school or district including any counseling services, nursing services or peer advising;
5. Information about the privacy rights of the complainants and legally recognized exceptions to those rights for internal complaint processes and services available through the school or district; and
6. Information about, and contact information for, state and community-based services and resources that are available to persons who have experienced sexual harassment.

This written notification must:

1. Be written in plain language that is easy to understand;
2. Use print that is of the color, size and font that allow the notification to be easily read; and
3. Include that this information is made available to students, students' parents, staff members and members of the public on the school or district website.

<p>Step 2 The district official receiving the information or complaint shall promptly initiate an investigation. The official will arrange such meetings as may be necessary to discuss the issue with all concerned parties within [five] working days after receipt of the information or complaint. All findings of the investigation, including the response of the alleged harasser, shall be reduced to writing. The district official(s) conducting the investigation shall notify the complainant in writing that the investigation is concluded and if a violation of the policy was found to have occurred to the extent allowable by law. The parties will have an opportunity to submit evidence and a list of witnesses.</p> <p>A copy of the notification letter provided in step 1 and the date and details of notification to the complainant of the results of the investigation, together with any other documentation related to the sexual harassment incident, including disciplinary action taken or recommended, shall be forwarded to the superintendent.</p> <p>Step 3 If a complainant is not satisfied with the decision at Step 2, the complainant may submit a written appeal to the superintendent or designee. Such appeal must be filed within [10] working days after receipt of the Step 2 decision. The superintendent or designee will arrange such meetings with the complainant and other affected parties as deemed necessary to discuss the appeal. The superintendent or designee shall provide a written decision to the complainant within [10] working days.</p> <p>Step 4 If a complainant is not satisfied with the decision at Step 3, the complainant may submit a written appeal to the Board. Such appeal must be filed within [10] working days after receipt of the Step 3 decision. The Board shall, within [20] working days, conduct a hearing at which time the complainant shall be given an opportunity to present the appeal. The Board shall provide a written decision to the complainant within [10] working days following completion of the hearing.</p> <p>Direct complaints of discriminatory harassment related to educational programs and services may be made to the Regional Civil Rights Director, U.S. Department of Education, and Office for Civil Rights, Region X, 915 2nd Ave., Room 3310, Seattle, WA 98174-1099. Additional information regarding filing of a complaint may be obtained through the principal, compliance officer or superintendent.</p> <p>Confidentiality will be maintained. The educational assignments or study environment of the student shall not be adversely affected as a result of the good faith reporting of sexual harassment.</p>	
<b><u>Talented and Gifted (TAG) Programs and Services Complaints</u></b>	
<p>Individuals with complaints regarding the appropriateness of programs or services provided for TAG students should complete the TAG Standards Complaint form available through the school office. All complaints will be reported to the superintendent who will arrange for a review committee to meet within two school days of receiving the written complaint to review all pertinent information.</p> <p>A recommendation will be submitted to the superintendent within 10 school days of receiving the original complaint. The superintendent will report the recommendation to the Board whose decision will be final.</p> <p>The complainant may file an appeal with the Deputy Superintendent of Public Instruction if dissatisfied with the decision of the Board or 90 or more days have elapsed since the original filing of a written complaint alleging a violation of standards with the district. An appropriate copy of the OAR will be provided upon request.</p>	
<b>STUDENT EDUCATION RECORDS</b>	
<p>The information contained below shall serve as the district's annual notice to parents of minors and eligible students (if 18 years of age or older) of their rights, the location and district official responsible for education records.</p> <p>"Education records" are those records related to a student maintained by the district. A student's education records are confidential and protected from unauthorized inspection or use. All access and release of education records with and without parent and eligible student notice and consent will comply with all state and federal laws.</p>	

Personally identifiable information shall not be disclosed without parent or eligible student authorization or as otherwise provided by Board policy and law.

Permanent records shall include:

1. Social Security number;
2. Student identification number;
3. Name of parent/guardian;
4. Name of school previously attended;
5. Course of study and marks received;
6. Disciplinary records;
7. Data documenting a student's progress toward the achievement of state standards and must include a student's Oregon State Assessment results;
8. Credits earned;
9. Attendance;
10. IEP's
11. Other information, i.e., psychological test information, anecdotal records, records of conversations, etc.

The provision of the student's social security number is voluntary and will be included as part of the student's permanent record only as provided by the eligible student or parent. The district will notify the eligible student or parent as to the purposes a social security number will be used. At no point will a student's social security number or student identification number be considered directory information.

Memory aids and personal working notes of individual staff members are considered personal property and are not to be interpreted as part of the student's education records, provided they are in the sole possession of the maker.

#### Access/Release of Education Records

By law, both parents, whether married, separated or divorced, have access to the records of a student who is under 18 years of age, unless the district is provided evidence that there is a court order or parental plan, state statute or legally-binding document relating to such matters as divorce, separation or custody that specifically revokes these rights.

Parents of a minor, or an eligible student (if 18 years of age or older), may inspect and review education records during regular district hours.

#### Provision for Hearing to Challenge Content of Education Records

Parents of a minor, or eligible student (if 18 years of age or older), may inspect and review the student's education records and request a correction if the records are inaccurate, misleading or otherwise in violation of the student's privacy or other rights. If the district refuses the request to amend the contents of the records, the requester has the right to a hearing as follows:

1. Parents shall make request for hearing in which the objections are specified in writing to the principal;
2. The principal shall establish a date and location for the hearing agreeable to both parties;
3. The hearings panel shall consist of the following:
  - a. The principal or designated representative;

<p>b. A member chosen by the eligible student or student's parent(s); and</p> <p>c. A disinterested, qualified third party appointed by the superintendent.</p> <p>4. The hearing shall be private. Persons other than the student, parents or guardians, witnesses and counsel shall not be admitted.</p> <p>An individual who does not have a direct interest in the outcome of the hearing shall preside over the panel. They shall hear evidence from the staff and from the parents to determine the point or points of disagreement regarding the education records. The panel shall make a determination after hearing the evidence and determine what steps, if any, are to be taken to correct the education record. Such actions are to be made in writing to the parents.</p> <p>If, after such hearing is held as described above, the parents are not satisfied with the recommended action, the parents may appeal to the Board where the action of the hearings panel may be reviewed and affirmed, reversed or modified. Procedure for appeal beyond the local Board follows the prescribed actions as set forth in federal regulations. The parent or eligible student may file a complaint with the Federal Family Compliance Office, United States Department of Education regarding an alleged violation of the Family Educational Rights and Privacy Act. File complaints with the Family Policy Compliance Office, U.S. Department of Education, Washington D.C., 20202.</p> <p>A copy of the district's education records Board policy and administrative regulation may be obtained by contacting the office.</p>	
<u>Requests for Education Records</u>	
<p>The district shall, within 10 days of a student seeking initial enrollment in or services from the district, notify the public or private school, education service district, institution, agency, detention facility or youth care center in which the student was formerly enrolled and shall request the student's education record.</p>	
<u>Transfer of Education Records</u>	
<p>The district shall transfer originals of all requested student education records, including any ESD records, relating to a particular student to the new educational agency when a request to transfer such records is made to the district. The transfer shall be made no later than 10 days after receipt of the request.</p> <p>The district shall retain a copy of the education records that are to be transferred in accordance with applicable Oregon Administrative Rules.</p> <p>Student report cards, records of diplomas may be withheld for nonpayment of fines or fees. See Fees, Fines and Charges. Records requested by another school district to determine the student's progress may not be withheld.</p>	
<b>STUDENT OFFICES AND ELECTIONS</b>	
<p>Students wishing to become involved in student government should contact Associated Student Body Advisor, Yancy Wells.</p>	
<b>STUDENT SEARCHES</b>	
<b>Searches</b>	
<p>District officials may search the student, their personal property and property assigned by the district for the student's use at any time on district property or when the student is under the jurisdiction of the school. Such searches will be conducted only when there is reasonable suspicion based upon specific and articulated facts to believe that the student personally poses or is in possession of some item that poses an immediate risk or serious harm to the student, school officials and/or others at the school.</p>	

<p>Searches shall be “reasonable in scope”, that is, the measures used are reasonably related to the objectives of the search, the unique features of the official’s responsibilities and the area(s) which could contain the item(s) sought and will not be excessively intrusive in light of the age, sex, maturity of the student and nature of the infraction. Strip searches are prohibited by the district.</p> <p>District officials may seize any item which is evidence of a violation of law, Board policy, administrative regulation or school rule, or which the possession or use of is prohibited by such law, policy, regulation or rule.</p> <p>District officials may also search when they have reasonable information that emergency/dangerous circumstances exist.</p> <p>District-owned storage areas assigned for student use, such as lockers and desks, may be routinely inspected at any time. Students have no expectation of privacy regarding these items/areas. Such inspections may be conducted to ensure maintenance of proper sanitation, to check mechanical conditions and safety, and to reclaim overdue library books, texts or other instructional materials, property or equipment belonging to the district. The student will generally be permitted to be present during the inspection.</p> <p>Items found which are evidence of a violation of law, policy, regulation or [school rule] [the Student Code of Conduct] [Student/Parent Handbook] may be seized and turned over to law enforcement or returned to the rightful owner, as appropriate.</p>	
<b>Questioning of Students</b>	
<p>Should law enforcement officials find it necessary to question students during the school day or during periods of extracurricular activities, the principal or designee will be present. Parents will be notified and have the opportunity to be present according to state/federal law and district policy.</p> <p>Parents are advised that when an Oregon Department of Human Services or a law enforcement official is questioning a child whom the investigating agent believes may have been a victim of abuse of a child, the investigator may exclude district personnel from the investigation and may prohibit personnel from contacting parents.</p>	
<b>TALENTED AND GIFTED PROGRAM</b>	
<u>Identification of Talented and Gifted Students</u>	
<p>The district serves academically talented and gifted students in grades K-12, including talented and gifted (TAG) student from such special populations as ethnic minorities, the economically disadvantaged, the culturally different, the underachieving gifted and students with disabilities. Students will be identified based on:</p> <ol style="list-style-type: none"> <li>1. Use of research based best practices to identify talented and gifted students from under-represented populations such as ethnic minorities, students with disabilities, students who are culturally and/or linguistically diverse or economically disadvantaged;</li> <li>2. Behavioral, learning and/or performance information;</li> <li>3. A nationally standardized mental ability test for assistance in the identification of intellectually gifted students;</li> <li>4. A nationally standardized academic achievement test of reading or mathematics [or a test of total English Language Arts/Literacy or total mathematics on] the Smarter Balanced Assessment for assistance in identifying academically talented students.</li> </ol> <p>Identified student shall score at or above the 97th percentile on one of these tests. Only students who demonstrate the potential to perform at the eligibility criteria, as well as additional students who are talented and gifted, may be identified.</p>	
<b>Appeals</b>	
A parent may appeal the identification process and/or placement of their student in the district’s TAG program as follows:	

<u>Informal Process</u>	
<ol style="list-style-type: none"> <li>1. The parent will contact the principal to request reconsideration;</li> <li>2. The principal will confer with the parent and may include any additional appropriate persons, e.g., principal, counselor, teacher, etc. At this time, information pertinent to the selection or placement or services will be shared;</li> <li>3. If an agreement cannot be reached, the parent may initiate the Formal Process.</li> </ol>	
<u>Formal Process</u>	
<ol style="list-style-type: none"> <li>1. The parent shall submit a written request for reconsideration of the identification/placement to the principal</li> <li>2. The principal shall acknowledge in writing the receipt of the request within five working days and shall forward copies of the request and acknowledgment to the principal;</li> <li>3. The principal and other appropriate administrators shall review the student's file and earlier decisions within 10 working days of the original request. Additional data may be gathered to support or change the earlier decision;</li> <li>4. The parent may be provided an opportunity to review school/district data and present additional evidence;</li> <li>5. If deemed necessary, a formal hearing will be conducted by the district hearings officer utilizing the appropriate procedures;</li> <li>6. A decision will be made within 20 working days after receipt of the written request for reconsideration. The parent shall be notified of the decision in writing and the decision shall be forwarded to the superintendent;</li> <li>7. The decision may be appealed to the Board;</li> <li>8. If the parent is still dissatisfied, they have access of appeal to the State Superintendent of Public Instruction following the procedures outlined in the Oregon Administrative Rules (OAR). The district shall provide a copy of the appropriate OAR upon request.</li> </ol>	
<u>Programs and Services</u>	
The district's TAG program and service options will be developed and based on the individual needs of the student.	
<b>THREATS</b>	
<p>The district prohibits student violence or threats of violence in any form. Student conduct that threatens or intimidates and disrupts the educational environment, whether on or off school property, will not be tolerated. A student may not verbally or physically threaten or intimidate another student, staff member, or third party on school property. A student may not use any electronic equipment to threaten, harass or intimidate another. Additionally, false threats to damage school property will not be tolerated.</p> <p>Students in violation of the district's Board policy JFCM – Threats of Violence will be subject to discipline under the Student Code of Conduct and may be subject to civil or criminal liability.</p>	
<b>TOBACCO PRODUCTS AND INHALANT DELIVERY SYSTEMS</b>	
<p>Student possession, use, sale or distribution of any tobacco product or inhalant delivery system on or near district property or grounds, including parking lots, or while participating in school-sponsored activities is strictly prohibited. Any form of promotion or advertisement related to any tobacco product or inhalant delivery system is also strictly prohibited.</p> <p>"Tobacco product" is defined to include, but not limited to, any lighted or unlighted cigarette, cigar, pipe, bidi, clove cigarette and any other smoking product, spit tobacco also known as smokeless, dip, chew or snuff in any form. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.</p>	



<p>“Inhalant delivery system” means a device that can be used to deliver nicotine or cannabinoids in the form of a vapor or aerosol to a person inhaling from the device or a component of a device; or a substance in any form sold for the purpose of being vaporized or aerosolized by a device, whether the component or substance is sold or not sold separately. This does not include products that are USFDA-approved for sale as a tobacco cessation product or for any other therapeutic purpose, if marketed and sold solely for the approved purpose.</p>					
<b>TRANSCRIPT EVALUATION</b>					
<p>Transfer credits and attendance may be accepted or rejected at the discretion of the district consistent with Oregon Administrative Rules and established district policy, administrative regulation and/or school rules.</p>					
<b>TRANSPORTATION OF STUDENTS</b>					
<p>A student being transported on district-provided transportation is required to comply with the Student Code of Conduct. Any student who fails to comply with the student code of conduct may be denied transportation services and shall be subject to disciplinary action.</p>					
<u>Transportation Rules</u>					
<p>The following rules shall apply to student conduct on district transportation:</p> <ol style="list-style-type: none"> <li>1. Students being transported are under the authority of the bus driver;</li> <li>2. Fighting, wrestling or boisterous activity is prohibited on the bus;</li> <li>3. Students will use the emergency door only in case of emergency;</li> <li>4. Students will be on time for the bus, both morning and evening;</li> <li>5. Students will not bring firearms, weapons or other potentially hazardous materials on the bus;</li> <li>6. Students will not bring animals, except approved service animals, on the bus;</li> <li>7. Students will remain seated while bus is in motion;</li> <li>8. Students may be assigned seats by the bus driver;</li> <li>9. When necessary to cross the road, students will cross in front of the bus or as instructed by the bus driver;</li> <li>10. Students will not extend their hands, arms or heads through bus windows;</li> <li>11. Students will have written permission to leave the bus other than for home or school;</li> <li>12. Students will converse in normal tones; loud or vulgar language is prohibited;</li> <li>13. Students will not open or close windows without permission of the driver;</li> <li>14. Students will keep the bus clean and must refrain from damaging it;</li> <li>15. Students will be courteous to the driver, fellow students and passersby;</li> <li>16. Students who refuse to promptly obey the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the buses.</li> </ol>					
<u>Disciplinary Procedures for Violations of Transportation Rules</u>					
<p>The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:</p> <table border="0"> <tr> <td>1. First Citation - Warning</td> <td>• The driver verbally restates behavior expectations and issues a “Quick Referral for the behavior.</td> </tr> <tr> <td>2. Second/Third Citation</td> <td>• A “Quick Referral is submitted for on campus disciplinary action which may include lunch or after school detention</td> </tr> </table>		1. First Citation - Warning	• The driver verbally restates behavior expectations and issues a “Quick Referral for the behavior.	2. Second/Third Citation	• A “Quick Referral is submitted for on campus disciplinary action which may include lunch or after school detention
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2. Second/Third Citation	• A “Quick Referral is submitted for on campus disciplinary action which may include lunch or after school detention				

3. Fourth Citation	<ul style="list-style-type: none"> <li>The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent, the bus driver, the transportation supervisor and the principal.</li> </ul>
4. Fifth Citation	<ul style="list-style-type: none"> <li>The student receives a 5- to 10-day bus suspension and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent, the bus driver, the transportation supervisor and the principal. At this time an individual behavior plan will be made with the student and a bus seat may be assigned. Further violations of bus regulations will be considered a severe violation.</li> </ul>
5. Severe Violations:	<ul style="list-style-type: none"> <li>Any severe violation will result in the immediate suspension of the student for a minimum of 10 days and up to a 1-year expulsion. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, the bus driver, the transportation supervisor, the parent and the principal.</li> <li>In all instances, the appeal process may be used if the student and/or parent desires.]</li> </ul>
<p>Disciplinary sanctions and changes in transportation for a student with a disability shall be made in accordance with the provisions of the student's individualized education program (IEP) for students considered disabled under IDEA or the individually-designed program for students considered disabled under Section 504 and in accordance with Board-adopted policies and procedures governing the discipline of students with disabilities.</p>	
<b>VEHICLES/BICYCLES/SKATE BOARDS ON CAMPUS</b>	
<p>Vehicles parked on district property are under the jurisdiction of the district. The district requires that students driving to school show that they hold a valid driver's license, the vehicle is currently registered and that the student driving the vehicle is insured under a motor vehicle liability insurance policy.</p> <p>Parking privileges, including driving on district property, may be revoked by the building principal or designee for violations of Board policies, administrative regulations or school rules.</p> <p>Due to the inherent dangers both to participant and nonparticipant, combined with the potential liability assumption, the use of skateboards, rollerblades, scooters or similar devices on district grounds, including sidewalks, is prohibited during school hours, including after school activities. Skateboards, rollerblades, scooters or similar devices will be confiscated by school authorities and placed in the office for parents to retrieve. Use of skateboards, rollerblades, scooters or similar devices on district property during non-school hours is at the user's risk. Skateboards/Rollerblades/Scooters or similar devices are prohibited on district property during school hours unless special permission is given by the administrator for a specific activity.</p> <p>The district assumes no liability for loss or damage of personal property, including vehicles, bicycles or skate boards, or to injuries caused in the use of them.</p>	
<b>VISITORS</b>	
<p>Parents and other visitors are encouraged to visit district schools. To ensure the safety and welfare of students, that school work is not disrupted and that visitors are properly directed to the areas in which they are interested, all visitors must report to the office upon entering school property. Photo ID of visitors may be requested. In the absence of photo ID, a visitor may be denied access to the district facility. The principal will approve requests to visit, as appropriate. Students will not be permitted to bring visitors to school without prior approval of the principal.</p>	

## **APPENDIX A Graduation Policy\*\***

# **South Wasco County School District 1**

Code: IKF  
Adopted: 12/09/09 Revised/Readopted: 12/11/13; 3/09/16; 11/08/17;  
8/15/18; 9/14/19

## **Graduation Requirements\*\***

The Board will establish graduation requirements for the awarding of a high school diploma, a modified diploma, an extended diploma and an alternative certificate which meet or exceed state requirements.

A student may satisfy graduation requirements in less than four years or until the age of 21. The district will award a diploma to a student fulfilling graduation requirements in less than four years if consent is given by the student's parent or guardian or by the student if the student is 18 years of age or older or emancipated.

The district requires diploma requirements beyond the state requirements, but the district shall grant a waiver for those requirements to any student who, at any time from grade 9 to 12, was:

1. A foster child<sup>1</sup>;
2. Homeless;
3. A runaway;
4. A child in a military family covered by the Interstate Compact on Educational Opportunity for Military Children;
5. A child of a migrant worker; or
6. Enrolled in the Youth Corrections Education Program or the Juvenile Detention Education Program.

For any student identified above, the district shall accept any credits earned by the student in another district or public charter school, applying those credits toward the state requirements for a diploma if the credits satisfied those requirements in that district or public charter school.

### **Diploma**

A South Wasco County Schools high school diploma will be awarded to students in grades 9 through 12 who complete a minimum of 26 credits which include at least:

1. Four credits of English (shall include the equivalent of one unit in written composition);
2. Three credits of mathematics (shall include one unit at the Algebra I level and two units that are at a level higher than Algebra I);
3. Three credits of science;
4. Three credits of social sciences (including history, civics, geography and economics, American government)
5. One-half credit of personal finance
6. One credit in health education;
7. One and one-half credit in physical education;
8. Three credits in career and technical education, the arts or world language (units shall be earned in any one or a combination); and
9. Seven elective credits.
10. Complete and Present *an Education Plan and Profile*

South Wasco County Schools Awards two diplomas for students who meet the requirements below.

***Meet or exceed the requirements below to earn one of the two types of South Wasco County Schools Diplomas***

<b><i>South Wasco County Regular Diploma</i></b>	<b><i>South Wasco County Honors Diploma</i></b>
<ul style="list-style-type: none"> <li>• <b><i>Earn a GPA of 1.5 or higher</i></b></li> <li>• <b><i>Complete 2 job shadows, at least 1 during senior year</i></b></li> <li>• <b><i>Participate in 40 hours of qualifying community service</i></b></li> <li>• <b><i>Complete the Free Application for Federal Student Aid (FAFSA). (A parent waiver for the financial information portion is possible after meeting with District staff)</i></b></li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>Earn a GPA of 3.5 or higher</i></b></li> <li>• <b><i>Complete 4 job shadows, at least 2 during senior year</i></b></li> <li>• <b><i>Participate in 60 hours of qualifying community service</i></b></li> <li>• <b><i>Complete the Free Application for Federal Student Aid (FAFSA). (A parent waiver for the financial information portion is possible after meeting with District staff)</i></b></li> <li>• <b><i>Earn 1.5 credits in advanced coursework (e.g., dual credit, college courses, advanced CTE)</i></b></li> </ul>

***Oregon provides some diploma options at a lower academic standard than South Wasco County Schools. These options may be made available to some students either due to identified disabilities or other factors that interfere with a student's ability to meet the South Wasco standards. Staff and families will need to meet to determine if one of these Oregon diploma options best fits an individual student's needs.***

The district shall offer students credit options provided the method for obtaining such credit is described in the student's personal education plan and the credit is earned by meeting requirements described in Oregon Administrative Rule (OAR) 581-022-2025.

To receive a diploma, in addition to credit requirements outlined in OAR 581-022-2000, a student must:

## **Alternative Certificates**

Alternative certificates will be awarded to students who do not satisfy the requirements for a diploma, a modified diploma, or an extended diploma if the students meet minimum requirements established by the district.

Beginning in grade five or beginning after a documented history to qualify for an alternative certificate, the district shall annually provide to the parents or guardians of the student, information about the availability and requirements of an alternative certificate.

## **Other District Responsibilities**

The district will ensure that students have onsite access to the appropriate resources to achieve a diploma, a modified diploma, an extended diploma, or an alternative certificate at each high school. The district will provide [age-appropriate and developmentally appropriate] literacy instruction to all students until graduation.

The district may not deny a student the opportunity to pursue a diploma with more stringent requirements than a modified diploma or an extended diploma for the sole reason the student has the documented history listed under the above modified diploma or extended diploma requirements.

The district may award a modified diploma or an extended diploma to a student only upon the written consent of a student who is emancipated or who has reached the age of 18 at the time the modified or extended diploma is awarded, or the student's parent or guardian. The district shall receive the written consent during the school year in which the modified diploma or the extended diploma is awarded.

A student shall have the opportunity to satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in either 4 years after starting the ninth grade, or until the student reaches the age of 21, if the student is entitled to a public education until the age of 21 under state or federal law.

A student may satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years but not less than three years. To satisfy the requirements for a modified diploma, an extended diploma or an alternative certificate in less than four years, the student's parent or guardian or a student who is emancipated or has reached the age of 18 must provide written consent which clearly states the parent, guardian or student is waiving the fourth year and/or years until the student reaches the age of 21. A copy of the consent will be forwarded to the district superintendent who will annually report to the Superintendent of Public Instruction the number of such consents.

A student who qualifies to receive or receives a modified diploma, an extended diploma, or an alternative certificate shall have the option of participating in a high school graduation ceremony with the student's class.

A student who receives a modified diploma, an extended diploma, or an alternative certificate shall have access to instructional hours, hours of transition services and hours of other services that are designed to meet the unique needs of the student and when added together provide a total number of hours of instruction and services that equals at least the total number of instructional hours that are required to be provided to students who are attending a public high school.

The district will award to students with disabilities a document certifying successful completion of program requirements. No document issued to students with disabilities educated in full or in part in a special education program shall indicate that the document is issued by such a program. When a student who has an IEP completes high school, the district will give the student an individualized summary of performance.

Eligible students with disabilities are entitled to a free appropriate public education (FAPE) until the age of 21, even if they have earned a modified diploma, an extended

diploma, an alternative certificate or completion of a General Education Development document. The continuance of services for students with disabilities for a modified diploma, extended diploma or alternative certificate is contingent on the IEP team determining the student's continued eligibility and special education services are needed.

Students and their parents will be notified of graduation and diploma requirements.

The district will review graduation requirements biennially in conjunction with the secondary school improvement plan. Graduation requirements may be revised to address student performance.

The district may not deny a diploma to a student who has opted out of statewide assessments if the student is able to satisfy all other requirements for the diploma. Students who opt-out will need to meet the Essential Skills graduation requirement using another approved assessment option. Students may opt-out of the Smarter Balanced or alternate Oregon Extended Assessment by completing the Oregon Department of Education's Opt-out Form<sup>2</sup> and submitting the form to the district.

The district will issue a high school diploma pursuant to Oregon law (ORS 332.114) to a veteran if the veteran resides within the boundaries of the district or is an Oregon resident and attended a high school of the district, or to a deceased veteran, upon request from a representative of the veteran, if the deceased veteran resided within the boundaries of the district at the time of death or was an Oregon resident at the time of death and attended a high school of the district.

The district shall establish conduct and discipline consequences for student-initiated test impropriety. "Student-initiated test impropriety" means student conduct that is inconsistent with the Test Administration Manual or accompanying guidance; or results in a score that is invalid.

END OF POLICY

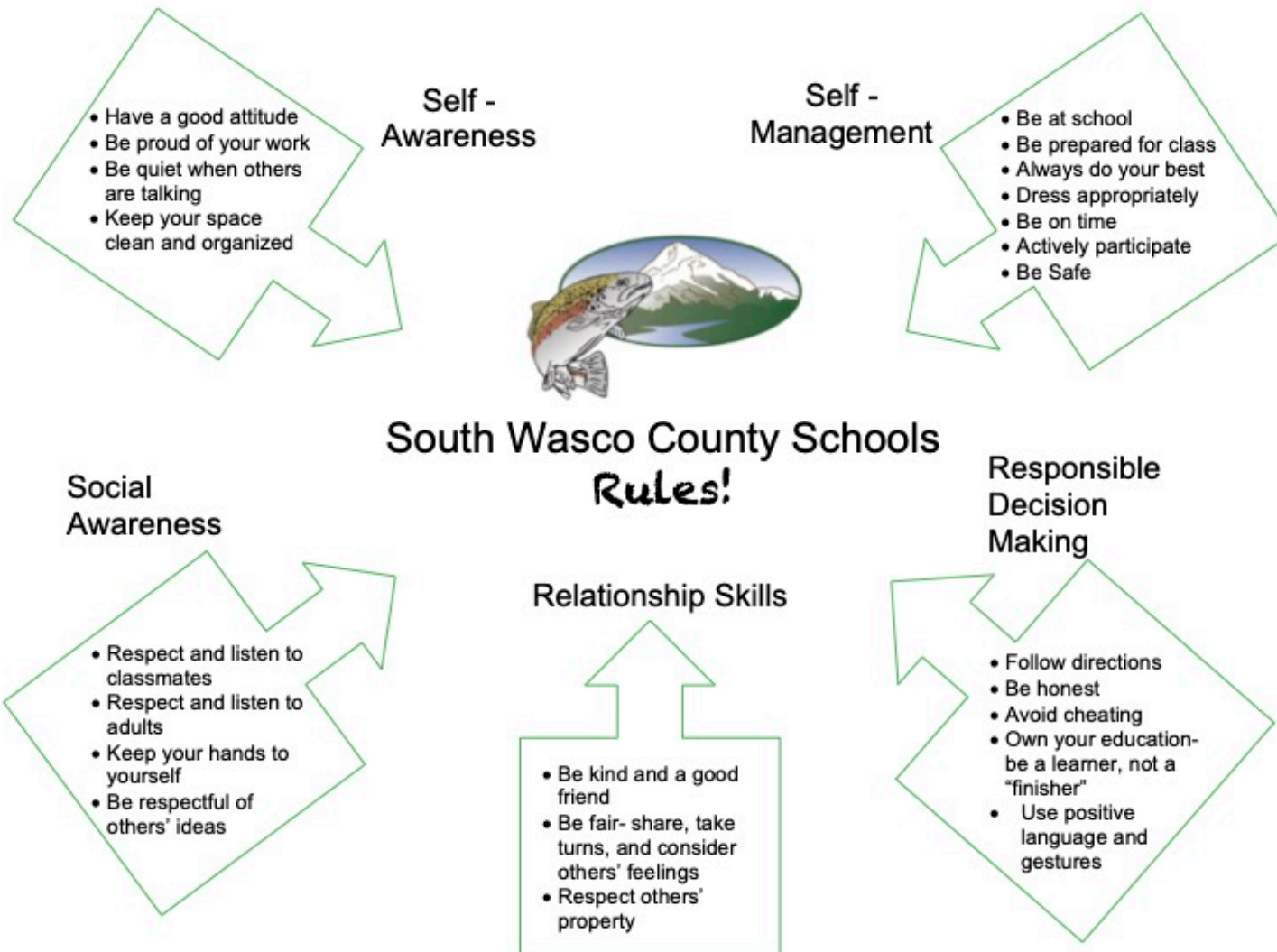
## **APPENDIX B Student Code of Conduct**

### **SWCSD Rules of Student Conduct**

The following rules are established to promote a positive learning environment and to keep students safe and secure while they are at school. They necessarily overlap to some degree as they are not distinct behaviors demonstrated in isolation. Rather, they are an attempt to break out behaviors into describable chunks. The rules that follow are presented in increasing detail. Initially, a rule is stated simply and presented in graphic form as a reference for the types of behaviors expected. Each category of rules is then broken down to include a description and then what are referred to here as “extended definitions”. These provide definitions of what the rule is with more detail, and describe what breaking the rule might look like. A scale of consequences for infractions is then provided.

It is important to realize that these guidelines are not meant to be black and white, yes or no descriptions. No document can list every possible variation of following or breaking a rule. Similarly, the consequences are affected by severity of an infraction, as well as the frequency with which it occurs, so students may be assigned consequences further down the list for something more serious, or for repeated poor behavior. Finally, the framework provided is presented as if all grade levels will be treated in exactly the same way. Differentiation among grade bands (e.g., k-2 compared to 11-12) has to take place as student awareness, motivation, and outcomes change as students age. In addition, disciplinary measures must account for things like self-defense, provocation, inability to reason, and disability.

While the staff at South Wasco County School District engages in exercise to develop common understanding of what the rules mean, what behavior breaks a rule, and what consequences to assign, enforcing discipline always relies on judgment. We try to be fair and consistent, but many factors are in play when a judgment is made. These rules help our larger school community understand what is expected, and hopefully improve our learning environment. By developing them in collaboration, we have input from all stakeholders: staff, families, students, district leadership which should bring better cooperation and compliance with the rules as stated here.





## **South Wasco County School District Rules of Student Conduct Outline**

### **Self Management**

Students are able to control impulsive feelings and behaviors to ensure safety and a productive environment, manage emotions in healthy ways, take initiative, follow through on commitments, and adapt to changing circumstances. Students can self-advocate and seek help when needed.

- Be at school
- Be prepared for class
- Always do your best
- Dress appropriately
- Be on time
- Actively participate
- Be safe

### **Responsible Decision Making**

Students make constructive and respectful choices about personal behavior and social interactions. They consider ethical standards, safety, social norms, the realistic evaluation of consequences of various actions, and the well-being of self and others.

- Follow Directions
- Be honest
- Avoid cheating
- Own your education-be a learner, not a finisher
- Use positive language and gestures

### **Relationship Skills**

Students know how to develop and maintain good relationships with adults and peers, can communicate clearly about personal needs and content, inspire and influence others, demonstrate effective teamwork, and manage conflict.

- Be kind and a good friend
- Be fair-share, take turns, and consider others' feelings
- Respect others' property

### **Social Awareness**

Students have empathy and can understand the emotions, needs, and concerns of other people. They are able to pick up on emotional cues, feel comfortable socially, behave within the norms of the social group, and recognize the different roles in a group or organization.

- Respect and listen to classmates
- Respect and listen to adults
- Keep your hands to yourself
- Be respectful of others' ideas

### **Self Awareness**

You recognize your own emotions and how they affect your thoughts and behavior. You know your strengths and weaknesses, and have self-confidence.

- Have a good attitude
- Be proud of your work
- Be quiet when others are talking
- Keep your space clear and organized

Adapted from: <https://www.helpguide.org/articles/mental-health/emotional-intelligence-eq.htm?scrltybrkr=6e7bbbb0>

## Self Management: Be at School

(from current Board Policy-JF/JFA-Student Rights and Responsibilities)

2. The right to attend free public schools; the responsibility to attend school regularly and to observe school rules essential for permitting others to learn at school;

(from current Board Policy JEA Compulsory Attendance)

Except when exempt by Oregon law, all students between ages 6 and 18 who have not completed the 12th grade are required to regularly attend a public, full-time school during the entire school term.

All students five years of age who have been enrolled in a public school are required to attend regularly while enrolled in the public school.

Persons having legal control of a student between the ages 6 and 18, who has not completed the 12th grade, are required to have the student attend and maintain the child in regular attendance during the entire school term. Persons having legal control of a student, who is five years of age and has enrolled the child in a public school, are required to have the student attend and maintain the child in regular attendance during the school term.

Attendance supervisors shall monitor and report any violation of the compulsory attendance law to the superintendent or designee. Failure to send a student and to maintain a student in regular attendance is a Class C violation. The district will develop procedures for issuing a citation. A parent who is not supervising their student by requiring school attendance may also be in violation of Oregon Revised Statute (ORS) 163.577(1)(c). Failing to supervise a child is a Class A violation.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"><li>Acceptable attendance should fall in the range of 95% (or roughly 9-10 absences per year). Oregon allows up to 8 unexcused ½ day (or 4 full day) absences in 4 weeks before penalties for attendance apply.</li></ul>	<ul style="list-style-type: none"><li>Attendance below 90% is considered truant behavior and is likely to result in poor classroom performance. That means a student is absent at least one day every other week. At this level, grades are likely to be affected, student learning is negatively impacted, and parents are considered out of compliance with state law in Oregon.</li></ul>	<ol style="list-style-type: none"><li>1. Parent/guardian- teacher conference to determine the reason for regular poor attendance and strategize to improve</li><li>2. Conference with administration to establish an attendance plan with the teacher, student, parent, and admin to set goals, and establish rewards and consequences</li><li>3. After 10 consecutive absences, the student is dropped and has to be re-enrolled before coming back to school (especially at high school level)</li><li>4. Under Oregon law, eight unexcused one-half day absences in any four-week period during the school year constitutes truancy. Parents who fail to ensure compliance</li></ol>

		can face a maximum \$500 fine.
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### Self Management: Be Prepared for Class

To succeed at school, it is important to have required materials and tools, and have them ready to use when a teacher gives instructions. This also applies to attitude. Students need to be ready to learn mentally as well as physically and appropriately.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<p>Students who are prepared for class demonstrate the following behaviors:</p> <ul style="list-style-type: none"> <li>Materials requested by teacher or other staff are promptly pulled out and ready in the location indicated (e.g., on your desk, at the side table, in break out groups)</li> <li>Student is alert and waiting for instructions</li> <li>Student arrives at class with personal needs met (e.g., used the bathroom on breaks, well rested, fed, and clean)</li> </ul>	<p>Students not complying with readiness show one or more of the following:</p> <ul style="list-style-type: none"> <li>Materials requested are not pulled out from where they are stored.</li> <li>Student has to ask "what am I supposed to do"? when prompted to get out materials</li> <li>Student is distracted and talking or otherwise not paying attention during instructions</li> <li>Student needs to use the bathroom or pull out food right away when class starts</li> </ul>	<p>In Class</p> <ol style="list-style-type: none"> <li>Reminder to get out requested materials</li> <li>Time out in class while instruction is given, then student is reintegrated into class when they are ready to pull out materials and engage</li> </ol> <p>Office/admin</p> <ol style="list-style-type: none"> <li>Quick referral for defiance and repeated offenses. Teacher may request an office timeout with a return time or a lunch detention</li> <li>Quick referral with follow up in Tyler SIS on argumentative defiance and disruption. Consequences may include lunch detention, after school detention or in school suspension, depending on severity</li> </ol>

### Self Management: Always do your best/Actively participate

In order to create a classroom environment where everyone is able to learn, all students must engage with classwork, adults, and peers. We must all be respectful of the learning opportunities created by our teachers, and extend that respect to our classmates in order to make sure everyone has a fair chance to learn as much as they are able. We are not required to enjoy every aspect of being in school, but it is selfish not to do our best in order to learn and to support the learning of others. In exchange for the free education offered to us, we have an obligation to better ourselves as best we can through our schoolwork.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
Students that engage in class activities, giving their best effort, behave in the following ways:	Students break these rules when they demonstrate the following behaviors:	<p>Classroom</p> <ol style="list-style-type: none"> <li>Redirection</li> <li>Parent contact</li> </ol>

<ul style="list-style-type: none"> <li>• Look at speakers</li> <li>• Follow directions promptly with minimal reminders</li> <li>• Use positive self-talk</li> <li>• Persevere <ul style="list-style-type: none"> <li>○ Use learning time effectively</li> <li>○ Ask for help when needed</li> <li>○ Seek out clarification and ask on-task questions</li> <li>○ Do not give up when challenged</li> </ul> </li> <li>• Recognize "time and place"</li> <li>• Build off of classmate's conversations to contribute</li> </ul>	<ul style="list-style-type: none"> <li>• Disrupt self and others preventing engagement in classwork</li> <li>• Talk out of turn, shout out, or otherwise verbally or physically distract others</li> <li>• Ask unrelated questions or comment on unrelated topics</li> <li>• Refuse to stay in assigned spots or invade the space of others</li> <li>• Interrupting others</li> <li>• Making distracting noises and/or motions and actions</li> <li>• Using negative self-talk (I'm stupid, I can't read)</li> <li>• Refusing to engage in work either passively (e.g., head down, sleeping) or aggressively (e.g., This is stupid, No!)</li> </ul>	<ul style="list-style-type: none"> <li>3. Teacher/staff consequences or removal of privileges</li> <li>4. Intervention/planning between family and teacher Office/Admin</li> <li>5. Intervention/planning between family, teacher, and admin that may include: <ul style="list-style-type: none"> <li>○ Development of a personalized learning plan</li> <li>○ Disciplinary action plan for non-compliance (sequences of detentions, suspensions)</li> <li>○ Loss of extra-curricular participation opportunities</li> <li>○ Change of placement (e.g., online learning, alternative education placement)</li> </ul> </li> </ul>
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### Self Management: Dress appropriately

The District Policy for Dress and Grooming states the following:

Responsibility for dress and grooming rests primarily with students and their parents and/or guardians. However, the district expects student dress and grooming to meet standards which ensure that the following conditions do not exist:

1. Disruption or interference with the classroom learning environment;
2. Threat to the health and/or safety of the student concerned or of other students.

Students who represent the school in a voluntary activity may be required to conform to dress and grooming standards approved by the superintendent and may be denied the opportunity to participate if those standards are not met.

The purpose of our school dress code is to ensure that clothing teens and pre-teens wear to school meet reasonable community standards and call for modesty in the school setting, meaning clothes cover the body well and are considered decent. Guidelines surrounding modesty and decency seek to minimize distraction and improve the safety of students. They are not intended to be punitive, unless a student becomes defiant about following the basic rules, but they do attempt to prevent both unintended embarrassment of students and intentional shock value intended to offend others. These rules require some judgment, so not every enforceable rule is stated, but below are the starting point:













Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<p>Students dressed appropriately for school conform to the following descriptions:</p> <ul style="list-style-type: none"> <li>• Clothing is safe for school activities</li> </ul>	<p>Students who are not dressed appropriately fit one or more of the following descriptions. In some cases, additional rules may</p>	<p>Classroom/playground</p> <ol style="list-style-type: none"> <li>1. Discrete reminder by teacher/staff, request to cover up or go to the office for assistance</li> </ol>

<ul style="list-style-type: none"> <li>Any messaging on clothing is appropriate for school audiences from all grades</li> <li>Footwear protects feet and toes from injury</li> <li>Undergarments are worn under outer clothing</li> <li>Clothing is modest enough to cover main parts of undergarments, minimizing exposure of body parts considered "private"</li> <li>Clothing covers at least from mid-upper chest to mid-thigh when standing relaxed and does not expose undergarments when stretching normally</li> <li>Clothing is clean and in good repair</li> <li>Clothes fit comfortably to accommodate the student's body modestly</li> </ul>	<p>apply as this list is not exhaustive of all situations:</p> <ul style="list-style-type: none"> <li>Clothing has objects, design, or features that could cause harm</li> <li>Shoes that do not protect the wearer (e.g., high platforms, "wheelies")</li> <li>Depicts alcohol, drugs, tobacco, violence, obscenity, vulgar or lewd behavior, threats, harassment, illegal activity</li> <li>Failure to wear undergarments</li> <li>Outer clothing exposing main part of undergarments or mid chest-upper thigh area by being either too short, too small, too transparent, or too tight</li> <li>Clothing is dirty and/or significantly damaged</li> <li>Pajamas/sleepwear (except during "dress up" days)</li> </ul>	<ol style="list-style-type: none"> <li>Repeat behavior, referral to School Counseling/ Administration to discuss appropriate dress and instruction on dress code Office/administration</li> <li>Continued behavior or defiance results in admin referral with a choice of compliance or consequences including: <ul style="list-style-type: none"> <li>Call home to involve parent with possible removal from school for the day</li> <li>Addition of detentions and/or suspensions for serial offenses</li> <li>Exclusion from extra curricular activities (e.g., sports, dances, events, field trips)</li> </ul> </li> </ol>
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### Example pictorial illustration

 <p>Yes Body covered from upper chest to mid-thigh</p>	 <p>Yes Body covered from upper chest to mid-thigh</p>	 <p>No Mid-body not covered appropriately</p>	 <p>No Mid-body not covered appropriately</p>
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 <p>Yes Leggings covered by shirt</p>	 <p>Yes Mid-thigh covered</p>	 <p>Yes Mid-thigh covered</p>	 <p>Yes Shorts loosely cover lower body</p>
 <p>No Shorts fall above mid-thigh</p>	 <p>No Upper thigh uncovered</p>	 <p>No Upper-thigh uncovered</p>	 <p>No Shorts expose undergarments</p>
 <p>Yes Mid-upper chest and main part of undergarments covered</p>	 <p>No When stretching, mid-body and undergarment show</p>	 <p>Yes Body covered, message inoffensive even if sarcastic</p>	 <p>No Mid body exposed</p>

### Self Management: Be on Time

When in a workplace, being on time is a critical skill as employers depend on people working when they are scheduled to work. School is practice for this habit, and it is rude to peers and adults to consistently be late

to class. It is also disruptive to others to come in after the assigned time, as it creates unnecessary distractions for others as the late student comes in and attempts to get settled in class.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>Students should rarely be late (e.g, no more than once every month or so) and even if late should not be more than a minute or two after the assigned time.</li> <li>If late with a reasonable excuse, the student should find a time when it is not interrupting to let the teacher know why they were unable to be on time.</li> <li>Students who are occasionally late, should attempt to come in to class minimizing noise and commotion in order to allow others to continue learning</li> </ul>	<ul style="list-style-type: none"> <li>Being late 3 times in one quarter within a single class period (or scheduled work period at grade school level)</li> <li>Not having any reasonable reason for being late (e.g., I was talking to Mrs. xxx about late work, I couldn't get the button fixed on my shirt and was in the bathroom, I was in the office turning in xxx)</li> <li>Frequent short tardies of a minute or two</li> <li>A few extended tardies more than a couple minutes long with no valid explanation</li> </ul>	<p>In class</p> <ol style="list-style-type: none"> <li>Teacher/student conference</li> <li>Teacher/parent-guardian conference</li> <li>Lunch detention</li> <li>After school detention</li> <li>Restricted privileges (e.g., long term loss of recess or break time)</li> <li>On campus suspension (for chronic lateness, across multiple classes)</li> </ol>

### Self Management: Be Safe

Safety is a high priority at school and includes a variety of behaviors. Some are spelled out in more detail elsewhere, but most are common sense. Behaving in safe ways ensures that no harm, either emotional or physical, occurs to one's self or others.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<p>Safety includes at least the following behaviors:</p> <ul style="list-style-type: none"> <li>Follow the directions of adults in the classroom, common spaces (e.g., halls, playgrounds), and on buses</li> <li>Respect the rights and property of others</li> <li>Refrain from using vulgar language</li> <li>Keep voice volume appropriate to setting (e.g., indoor voice)</li> <li>Maintain control of your own body and don't infringe on others' personal space</li> <li>Stay where you belong</li> </ul>	<ul style="list-style-type: none"> <li>Stealing or taking others' property, even "as a joke"</li> <li>Using inappropriate language or gestures</li> <li>Shouting and disrupting others</li> <li>Invading the personal space of others by touching or crowding them</li> <li>Ignoring directions</li> <li>Moving in to unauthorized or unsupervised areas without permission</li> <li>Bringing dangerous objects to school</li> <li>Damaging or defacing school property</li> </ul>	<p>Classroom</p> <ol style="list-style-type: none"> <li>Reminder</li> <li>Parent contact</li> <li>Teacher/staff consequences or removal of privileges</li> <li>Intervention/planning between family and teacher</li> </ol> <p>Office/Admin</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"> <li>Lunch detention</li> <li>After School Detention</li> <li>On Campus suspension</li> <li>Off campus suspension</li> <li>Change of placement (e.g., online learning, alternative education placement)</li> </ol>

<ul style="list-style-type: none"> <li>• Avoid carrying dangerous objects such as weapons, flammable material, explosives, and/or defensive sprays (e.g., mace)</li> <li>• Take proper care of school property</li> <li>• Do not bring or use nicotine products, prescription, or nonprescription drugs, vaping equipment, alcohol, or other illegal (for students) products</li> <li>• Avoid physical altercations (hands to yourself!)</li> </ul>	<ul style="list-style-type: none"> <li>• Bringing illegal products and/or using them when at school</li> <li>• Escalating conflict to a physical one (e.g., pushing, fighting)</li> </ul>	10. Expulsion
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### Responsible Decision Making- Follow Directions

Following instructions is an important ability to practice in everyday life. Within an academic setting, following instructions can influence grades, learning subject matter, and correctly executing skills. Students are expected to act on reasonable requests by others. Following instructions requires attending to detail in spoken language, sequencing the information in the appropriate steps and to seek clarification when needed.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>• Read the directions carefully, especially when they are specific to the task or assignment</li> <li>• Listen and pay attention.</li> <li>• Observe classroom safety, community, and behavior policies</li> <li>• Seek out procedures and policies when you are unsure of what is expected of you.</li> <li>• Remove distractions from your work space in order to focus on instructions</li> <li>• Follow school policies*</li> <li>• Follow city, state, and federal guidelines and laws.</li> <li>• Observe drug-, alcohol-, and weapons-free campus regulations</li> </ul>	<ul style="list-style-type: none"> <li>• Not listening to directions.</li> <li>• Disregarding verbal or written directions</li> <li>• Purposefully breaking school rules, adult instructions, or other directions</li> <li>• Trying to play video games on Chromebook or phone</li> <li>• Trying to visit other websites instead of current work</li> <li>• Bringing drugs, alcohol, and/or weapons onto campus</li> <li>• Purposefully ignoring instructions or directions.</li> <li>• Purposefully misdirecting others when relaying directions</li> </ul>	Classroom 1. Reminder 2. Parent contact 3. Teacher/staff consequences or removal of privileges 4. Intervention/planning between family and teacher Office/Admin Depends on severity, but may include: 5. Lunch detention 6. After School Detention 7. On Campus suspension 8. Off campus suspension 9. Change of placement (e.g., online learning, alternative education placement 10. Expulsion

See especially section above, page 28: PERSONAL ELECTRONIC DEVICES AND SOCIAL MEDIA. Cell phones are not permitted for use during class time in middle or high school. A secure storage area will be designated in each classroom where students will need to check them during class. Cell phones are permitted before and after school, during passing periods, and at lunch. Students in violation of the district's cell phone policy will be subject to discipline



## Responsible Decision Making- Be Honest

Honesty means we are truthful in what we say and do. It means people can rely on us because we have integrity. Honesty is the basis of trusting relationships. Students are expected to be honest in their dealings at school at all times, so that people can trust them. This means displaying honesty when asked, but also when not asked, just as a way of life.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"><li>Shows integrity in actions and interactions</li><li>Be honest, despite the consequences.</li><li>Be honest, even if it means going against the crowd.</li><li>Admit when you are wrong.</li><li>Be responsible for your actions.</li><li>Admit when you make mistakes.</li><li>Take ownership of mistakes and accept consequences.</li><li>Speak up when there is an injustice.</li></ul>	<ul style="list-style-type: none"><li>Omitting details that are important to a situation.</li><li>Being dishonest.</li><li>Lying</li><li>Leaving out details in order to not receive consequences.</li><li>Blaming someone incorrectly.</li><li>Lying about where you have been when you come in late or are absent.</li><li>Telling an adult you're going somewhere when you are really going somewhere else.</li><li>Lying to your teacher.</li><li>Going along with a lie.</li><li>Not speaking up when you know you should.</li></ul>	<p>Classroom</p> <ol style="list-style-type: none"><li>1. Reminder</li><li>2. Parent contact</li><li>3. Teacher/staff consequences or removal of privileges</li><li>4. Intervention/planning between family and teacher</li></ol> <p>Office/Admin</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"><li>5. Lunch detention</li><li>6. After School Detention</li><li>7. On Campus suspension</li><li>8. Off campus suspension</li><li>9. Change of placement (e.g., online learning, alternative education placement</li><li>10. Expulsion</li></ol>

## Responsible Decision Making: Avoid Cheating

Cheating in school robs everyone involved. The cheater, their peers, and the teacher are all deprived of the full benefits of education. When a student is chasing higher grades or feeling overwhelmed by the school workload, the temptation to cheat will appear, and it's the job of the student to resist that temptation.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"><li>Only submit work that you have completed.</li><li>Ask questions to clarify the requirements of the assignment.</li><li>Encourage others to ask questions.</li><li>Assist your peers without giving them answers.</li><li>Practice integrity when it comes to working with others and submitting work that represents your abilities.</li><li>Double check your work to ensure you have not</li></ul>	<ul style="list-style-type: none"><li>Copy and pasting information and claiming it as your own.</li><li>Not citing sources.</li><li>Allowing others to copy your work.</li><li>Looking at others' work.</li><li>Using your phone during a test.</li><li>Looking at your neighbor's work and writing it as your own.</li><li>Using text from the internet and submitting it as your own.</li><li>Submitting work written by other people.</li></ul>	<p>Classroom</p> <ol style="list-style-type: none"><li>1. Reminder</li><li>2. Parent contact</li><li>3. Student will earn a zero when found cheating on an assignment. The teacher may use discretion to decide if the student should be allowed to redo and resubmit the work</li><li>4. Classroom consequences or removal of privileges</li><li>5. Intervention/planning between family and teacher</li></ol> <p>Office/Admin</p>

plagiarized any of your sources.	<ul style="list-style-type: none"> <li>Plagiarizing.</li> </ul>	Depends on severity, but may include: <ol style="list-style-type: none"> <li>Lunch detention</li> <li>After School Detention</li> <li>On Campus suspension</li> <li>Off campus suspension</li> <li>Change of placement (e.g., online learning, alternative education placement)</li> <li>Expulsion</li> </ol>
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### Responsible Decision Making- Own Your Education. Be a learner not a “finisher”

A learner focuses on developing new knowledge and skills in order to be successful. Everything assigned at school is an opportunity to demonstrate this ability and is an expectation of high quality education. When students focus on “being finished” as their end goal, or even worse, refuse to engage in learning because they don’t understand why they should have to learn particular things, they shortchange themselves, their peers, and their teachers. Having high expectations for students requires that they meet staff halfway by demonstrating a willingness, if not a desire, to learn new things.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>Pause to consider the purpose of your assignments.</li> <li>Work to understand the concepts being taught.</li> <li>Be an active participant in your learning</li> <li>Strive to do your best in all your work.</li> <li>Look for ways to challenge yourself.</li> <li>Take assignments seriously.</li> <li>Look for real-world applications for your learning.</li> <li>Take responsibility for requirements and deadlines.</li> <li>Being accountable for your academic responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>Trying to get through the assignment as fast as you can without concern of quality.</li> <li>Speeding through an assignment without following directions.</li> <li>Doing the minimum amount of work, “just to pass.”</li> <li>Being satisfied with something less than your best work.</li> <li>Not considering how the skills and lessons might apply to your future.</li> <li>Assuming you won’t use academic skills in your future.</li> <li>Refusing to do work that is challenging or new.</li> </ul>	Classroom <ol style="list-style-type: none"> <li>Reminder</li> <li>Parent contact</li> <li>Teacher/staff consequences or removal of privileges</li> <li>Intervention/planning between family and teacher</li> </ol> Office/Admin Depends on severity, but may include: <ol style="list-style-type: none"> <li>Lunch detention</li> <li>After School Detention</li> <li>On Campus suspension</li> <li>Off campus suspension</li> <li>Change of placement (e.g., online learning, alternative education placement)</li> <li>Expulsion</li> </ol>

### Responsible Decision Making — Use Positive Language and Gestures

School is a place to use positive language to support a safe, welcoming learning environment. That means that school is a place where certain types of language should be used, and other types of language and gestures are considered inappropriate. Inappropriate language is by nature cruel, vulgar, and offensive to many people, and school is a place to learn how to speak in polite society to be a more effective citizen. As students and adults, we can control our choices about language and gestures we use at school, and if not, accountability measures serve as reminders to make better future choices.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<p>Positive language and gestures share the following characteristics:</p> <ul style="list-style-type: none"> <li>• Are positive</li> <li>• Uplift others and self</li> <li>• Show kindness</li> <li>• Indicate respect</li> <li>• Are thoughtful and engaging</li> <li>• Show support for others</li> <li>• Display openness</li> <li>• Are inclusive</li> <li>• Are purposeful</li> <li>• Show gentleness</li> <li>• Demonstrate empathy for others</li> </ul>	<p>Non positive language and gestures are those that show any of the following:</p> <ul style="list-style-type: none"> <li>• Disrupts and distracts others</li> <li>• Are intentionally negative and are often used repeatedly</li> <li>• Uses obscene language and/or gestures not appropriate for a school setting</li> <li>• Uses obscene language and/or gestures directed at peers/adults</li> <li>• Threatens others through words and/or intimidation</li> <li>• Insults others through name calling or body language</li> <li>• Directs hate speech at a person which is racist, sexist, shows gender bias, attacks disabilities, and/or attacks sexual orientation or religious beliefs</li> <li>• Engages in offensive sexual gestures or language</li> <li>• Fighting with or harming others</li> <li>• May include verbal, written, or digital communications</li> </ul>	<p>Appropriate level of consequence will be at the discretion of the teacher and principal/dean.</p> <p><u>Classroom</u></p> <ol style="list-style-type: none"> <li>1. Warning/reminder about behavior</li> <li>2. Time out in class or in hall</li> <li>3. Removal of privileges, rewards</li> </ol> <p><u>Office/Admin</u></p> <ol style="list-style-type: none"> <li>4. Quick referral for time out in the office</li> <li>5. Quick referral to office with entry in Tyler SIS (once practical) referred to admin resulting in the following sequence depending on severity and frequency: <ol style="list-style-type: none"> <li>a. Initial conference with student about behavior and reminder about consequences</li> <li>b. Lunch and recess detention, parent contact</li> <li>c. Natural consequence (e.g., cleaning up cafeteria after making a mess), parent contact</li> <li>d. After school detention parent contact</li> <li>e. In school suspension/out of school suspension parent contact and letter home</li> <li>f. Engagement with law enforcement (assault or hate speech/harassment)</li> </ol> </li> </ol>

### Relationship Skills- Be Kind and a Good Friend

The Golden Rule is a moral which says treat others as you would like them to treat you. This moral in various forms has been used as a basis for society in many cultures and civilizations. Kindness means being considerate, courteous, helpful, and understanding of others. Showing care, compassion, friendship, and generosity. A kind person shows concern for the feelings of others and is helpful and generous. A kind person does good deeds without thought of reward. A good friend shows honesty, acceptance, trustworthiness, and is not judgmental. They are there for you when you need support. In school, these

qualities allow us to create a welcoming, safe environment that allows us to maximize learning for all. If we start with kindness, all things are possible.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>• Demonstrates thoughtful behavior toward others and is patient with their differences.</li> <li>• Shares and takes turns fairly and without question.</li> <li>• Shows compassion when others are having a tough time.</li> <li>• Is polite and courteous in language and behavior.</li> <li>• Helps others willingly.</li> <li>• Behaves in a trustworthy and honest manner.</li> <li>• Shows that they consider the feelings of others</li> </ul>	<ul style="list-style-type: none"> <li>• Is impatient and rude to others.</li> <li>• Is not trustworthy and takes belongings of others even if it's meant as a "joke".</li> <li>• Physically intimidates others.</li> <li>• Makes fun of those around them, calling names, or emphasizing failures/minimizing successes.</li> <li>• Demonstrates a self-centered attitude and indifference to those around them.</li> <li>• Refuses to be helpful unless it directly benefits them.</li> <li>• Calls out differences in opinions, lifestyles, or choices.</li> </ul>	<p>Classroom Level:</p> <ol style="list-style-type: none"> <li>1. First time reminder</li> <li>2. Second time sent to hallway</li> <li>3. Third time office referral</li> </ol> <p>Office Level:</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"> <li>4. Time out in the office</li> <li>5. Lunch detention</li> <li>6. Parent/teacher/admin conference</li> <li>7. After School Detention</li> </ol>

### **Relationship Skills- Be Fair: share, take turns, and consider others' feelings**

In any social group, fairness is important for success. When interactions aren't equitable, everyone suffers in the end, even those with the most to gain from the inequity. When a lack of fairness is a characteristic of school, it creates an unsafe environment as it breeds discontent. Students have to know they are emotionally safe at school, just as they must be physically safe. By sharing limited resources, taking turns, and demonstrating empathy for the feelings of others, students create a positive learning environment where everyone feels respected and the environment feels fair.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>• Is unselfish, making sure that everyone is treated fairly around them.</li> <li>• Shares materials, toys, tools, and space in order to make sure everyone has access.</li> <li>• When needed, takes turns without complaining and may even organize turns to include everyone.</li> <li>• Demonstrates empathy for others by considering their feelings, and acting</li> </ul>	<ul style="list-style-type: none"> <li>• Is selfish and is most worried about themselves at the expense of others.</li> <li>• Refuses to share, even when asked, and may hide or destroy things so others can't have them.</li> <li>• Is more worried about "what's in it for them", than whether situations are fair or not.</li> <li>• Is not accountable for their own behavior, often believing they are being singled out, or</li> </ul>	<p>Classroom Level:</p> <ol style="list-style-type: none"> <li>1. First time reminder</li> <li>2. Second time sent to hallway</li> <li>3. Third time office referral</li> </ol> <p>Office Level:</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"> <li>4. Time out in the office</li> <li>5. Lunch detention</li> <li>6. Parent/teacher/admin conference</li> <li>7. After School Detention</li> </ol>

accordingly to make sure others are included and feel valued.	<p>consequences they receive are someone else's fault.</p> <ul style="list-style-type: none"> <li>• Appears not to care about what others feel or want, trying to dominate situations through words or actions.</li> </ul>	
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### Relationship Skills- Respect Others' Property

Having personal property is a right, and taking the property of others is both unethical and in some cases, illegal. At school, students should be secure knowing that their personal property is safe and that those that infringe on that right will be punished accordingly. This includes outright theft but also "jokes" and "keep away" to exert power over others. Theft is theft and is never a joke, so it won't be treated as one. Taking what belongs to others distracts from learning, creates personal anxiety, and depending on the circumstances can be both dangerous and/or costly.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>• Be gentle with others' property</li> <li>• Understand that someone spent money to obtain their property</li> <li>• Treat equipment and materials like it's yours and you don't want it broken</li> <li>• Returning items that you use to their appropriate places</li> <li>• Ask permission to use something that belongs to someone else</li> <li>• If you find something on school grounds that is not yours, turn it into the office</li> <li>• Don't enter into others' spaces without permission (pockets, backpacks, lockers, etc.)</li> <li>• If you break something, tell someone</li> </ul>	<ul style="list-style-type: none"> <li>• Steals the belongings of others.</li> <li>• Takes belongings and refuses to give them back or hides them.</li> <li>• Damages someone else's belongings.</li> <li>• Plays keep away to frustrate someone else or get a laugh.</li> <li>• Searches through the things of others to see what they have.</li> <li>• Takes property and gives it to someone else.</li> </ul>	<p>Classroom</p> <ol style="list-style-type: none"> <li>1. Warning/reminder about behavior</li> <li>2. Time out in class or in hall</li> <li>3. Removal of privileges, rewards</li> <li>4. Office referral</li> </ol> <p>Office/Admin Office Level: Depends on severity, but may include:</p> <ul style="list-style-type: none"> <li>• Time out in the office</li> <li>• Lunch detention</li> <li>• Parent/teacher/admin conference</li> <li>• After School Detention</li> <li>• On campus suspension</li> </ul> <p>* For serious theft, students could be suspended or expelled, and/or parents may be billed for restitution. Law enforcement may be involved for serious property theft (e.g., cell phones/devices, expensive shoes, jewelry, glasses).</p> <ol style="list-style-type: none"> <li>5. parent contact and letter home <ol style="list-style-type: none"> <li>a. Engagement with law enforcement (assault or hate speech/ harassment)</li> </ol> </li> </ol>

### **Social Awareness- Respect and Listen to Classmates**

To improve student learning, staff and students must be heard. Listening and respecting others is an active process. When we listen, we discover things, build trust, and make better decisions; which is an important aspect of lifelong learning.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"><li>• Practice politeness, courtesy and kindness</li><li>• Actively listening to the speaker</li><li>• Avoid Negativity</li><li>• Talk to People- Not ABOUT them</li><li>• Be tolerant of others opinions, beliefs and lifestyles</li><li>• Being patient with each other in all situations</li><li>• Reject ALL name calling, belittling, stereotyping and bias.</li><li>• Agree to Disagree</li></ul>	<ul style="list-style-type: none"><li>• Disrupting the learning of others by: teasing, mocking, shouting out, interrupting, using inappropriate language for school</li><li>• Being negative towards others about their work, looks, friends, family and situations</li><li>• Gossip/rumors about others breaking down others' trust</li><li>• Inserting/or entering into a conversation when you were not invited into the conversation.</li><li>• Behaving as if your way of thinking is always right and the only way.</li></ul>	<p>Classroom</p> <ol style="list-style-type: none"><li>1. Reminder</li><li>2. Parent contact</li><li>3. Teacher/staff consequences or removal of privileges</li><li>4. Intervention/planning between family and teacher</li></ol> <p>Office/Admin</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"><li>5. Lunch detention</li><li>6. After School Detention</li><li>7. On Campus suspension</li><li>8. Off campus suspension</li><li>9. Change of placement (e.g., online learning, alternative education placement</li><li>10. Expulsion</li></ol>

### **Relationship Skills- Respect and Listen to Adults**

Adults need to give directions to students in a variety of school settings. This can include classrooms, hallways, the cafeteria, gyms, playground, and other places. It is important for students to listen to adults so that everyone can be safe, and school can be a productive place. Students should acknowledge that they are being communicated with by an adult by facing them and acknowledge them to show they understand. "Adults" at school refers to the para-professionals, volunteers, substitutes, administration, teachers, bus drivers, parent-volunteers, contractors, coaches and any other school support personnel hired or supported by the district.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<p>Students who listen, follow directives given and interact respectfully with adults demonstrate the following:</p> <ul style="list-style-type: none"><li>• Use polite language</li><li>• Respond to adults with eye contact, appropriate body language and/or appropriate verbal responses.</li><li>• Follow directives given the first time asked.</li></ul>	<p>Students not complying respecting and listening to adults:</p> <ul style="list-style-type: none"><li>• Using language that is not polite or inappropriate</li><li>• Student ignores staff requests, uses inappropriate language, gestures, tone and/or negative demeanor.</li></ul>	<p>Student Interaction with Adults</p> <ol style="list-style-type: none"><li>1. Redirect behavior, demonstrate appropriate responses.</li><li>2. Time out in class while instruction is given, then student is reintegrated into class when they are ready to listen, follow directions and be respectful</li></ol> <p>Office/admin</p>

<ul style="list-style-type: none"> <li>Disagreements, requests for clarification, or questioning decisions are done respectfully and with patience.</li> <li>Avoid cell phone use when an adult is addressing you</li> <li>Be positive to presenters in attitude and feedback</li> </ul>	<ul style="list-style-type: none"> <li>Student refuses to acknowledge or comply with directives given by adults.</li> <li>Student is argumentative, refuses to take responsibility, defies directions and/or is otherwise disrespectful toward adults.</li> <li>Student is impatient and rude when disagreements occur</li> <li>Not showing positive behavior to the presenters in attitude and feedback</li> </ul>	<ol style="list-style-type: none"> <li>Quick referral for defiance and repeated offenses. Teacher may request an office timeout with a return time or a lunch detention</li> <li>Quick referral with follow up in Tyler SIS on argumentative defiance and disruption. Consequences may include lunch detention, after school detention or in school suspension, depending on severity</li> </ol>
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### **Social Awareness- Keep Your Hands to Yourself**

“Hands” in this case really refers to physical interactions at school. Safety is a high priority at school and includes a variety of behaviors such as keeping hands, feet and objects away from others. Some of these rules are spelled out in more detail elsewhere, but most are common sense. These rules tend to fall in three categories: conflict, intimidation, and affection/play. All have limits at school.

During disagreements, words can often escalate into physical contact. At school, we resolve conflicts by talking or finding a mediator (peer, adult) to resolve the issue. When a student resorts to pushing, hitting, kicking, or tackling, physical contact is considered excessive and warrants consequences.

Intimidation will not be tolerated at school. This is bullying behavior meant to emphasize a power difference between students. This contact includes throwing things at people, pushing, hitting or kicking, body checking, tripping, or otherwise infringing on the space of others to make them feel threatened. None of these actions are “jokes” and as such will be treated severely.

Personal affection or interacting during games, etc. can also result in physical contact. The rules for this are a bit more gray, and have to be interpreted differently at different ages. Time and place are also a factor. Is this during class time? Is it on the playground or during a break? Two grade school students holding hands or hugging on the playground occasionally probably doesn’t cross the line. Constant hugging might. In similar light, accidental pushing during a football or soccer game might be expected, tackling is not. At middle and high school, hand holding with a partner occasionally might not be excessive, while further close body contact would be inappropriate at school.

Behaving in safe ways ensures that no harm, either emotional or physical, occurs to one’s self or others.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>Keep your hands, feet, body, and objects to yourself</li> <li>Maintain appropriate distance</li> <li>Keep physical displays of affection to a minimum, appropriate to the time and place.</li> </ul>	<ul style="list-style-type: none"> <li>High fives in the face</li> <li>Headlocks</li> <li>Piggy-back or other Animal-back rides</li> <li>Using hands, feet or objects to poke, flick or touch another person</li> </ul>	Classroom <ol style="list-style-type: none"> <li>Reminder</li> <li>Parent contact</li> <li>Teacher/staff consequences or removal of privileges</li> <li>Intervention/planning between family and teacher</li> </ol> Office/Admin

<ul style="list-style-type: none"> <li>Follow rules of games to ensure safe physical contact (e.g., touch football, not tackle)</li> <li>Resolve disagreements with words, or get help.</li> </ul>	<ul style="list-style-type: none"> <li>Invading others' space by crowding them or body checking.</li> <li>Frequent and/or excessive physical displays of affection</li> <li>Throwing balls harder at people than necessary during games or at all when not engaged in a game.</li> <li>Throwing other objects at people.</li> <li>Physical bluffing (e.g., rushing up on someone, intimidating posture)</li> <li>Fighting such as punching, pushing, wrestling, etc.</li> </ul>	<p>Depends on severity, but may include:</p> <ol style="list-style-type: none"> <li>Lunch detention</li> <li>After School Detention</li> <li>On Campus suspension</li> <li>Off campus suspension</li> <li>Change of placement (e.g., online learning, alternative education placement)</li> <li>Expulsion</li> </ol>
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### **Social Awareness- Be Respectful of Others' Ideas**

The free exchange of ideas is a hallmark of education. While we may not always agree, the ability to listen to others with respect is critical for a high functioning learning environment. Peers respect someone whom people can come to and feel like they are being genuinely heard. If a friend or classmate wants to talk about something either during class or during breaks, giving them full attention, making eye contact, and demonstrating empathy helps them feel you are listening and are respectful of their ideas. By showing this respect, new ideas can be shared, compared, and thoughtfully discussed without fear of embarrassment or shame. Everyone benefits in an environment like this, even when personally held beliefs might be different from the majority opinion. This characteristic is part of the freedom we enjoy in our Country and is the foundation of our Constitutional right to Free Speech.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>Use kind words</li> <li>Be understanding of people's differences</li> <li>Value yourself and others</li> <li>Wait to give constructive feedback</li> <li>Use polite language</li> <li>Positively acknowledge those who address you</li> <li>Wait patiently and quietly while others are speaking, presenting, or taking their turn</li> <li>Use polite conversation</li> <li>Honor the privacy of others</li> <li>Be positive to presenters in attitude and feedback</li> <li>Avoid judgment during discussion</li> </ul>	<ul style="list-style-type: none"> <li>Using unkind or critical words</li> <li>Not being understanding of people's difference</li> <li>Devaluing yourself or others</li> <li>Refusing to provide constructive feedback</li> <li>Ignoring those who address you</li> <li>Cutting people off or interrupting.</li> <li>Engaging in side-bar activities and conversations while others are presenting their ideas.</li> <li>Refusing the right of others to believe something other than what you believe, unless their belief is hateful or dangerous.</li> </ul>	<p>Classroom Level:</p> <ol style="list-style-type: none"> <li>First time reminder</li> <li>Second time sent to hallway</li> <li>Third time office referral</li> </ol> <p>Office Level:</p> <ol style="list-style-type: none"> <li>First Referral: the student will receive a warning, and the office will call parents.</li> <li>Second Referral: the student will receive a lunch detention, and the office will call parents.</li> <li>Third Referral: the student will receive a lunch detention or after school detention at administrator discretion.</li> <li>Fourth Referral: the student will receive detention or suspension based on administrator discretion.</li> </ol>



### Self-Awareness- Have a Good Attitude

One of the best ways for students to succeed socially and academically is to model a positive, encouraging attitude in all that they say, do, and believe. Optimism is contagious. Positive thinking tends to breed positive outcomes, and if a child sees positive outcomes from their behavior, they are more likely to exhibit most of the other rules of behavior expected at school. This is sometimes called a “growth mindset” and helps a student develop positive relationships at school, as well as do their best work resulting in learning.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"><li>Approaches learning and new social interactions as a way to grow and get better.</li><li>Uses positive language, attitudes and behavior to succeed at school.</li><li>Makes an effort and takes a chance when new things arise.</li><li>Learns from mistakes, acknowledging that things don't always turn out as hoped.</li><li>Bounces back from adversity, disappointment, and failure.</li><li>Actively, continuously appreciates the good things in life.</li><li>Motivates those around them.</li></ul>	<ul style="list-style-type: none"><li>Is demonstrably negative about anything new and different.</li><li>Uses negative language and gestures to indicate disapproval and negativity.</li><li>Puts down self and others, minimizing likelihood of success.</li><li>Won't try new things, refusing to work.</li><li>Gives up when anything is challenging.</li><li>Assumes efforts are useless and expresses such.</li><li>Becomes disruptive when not successful at tasks.</li><li>Brings others down with them.</li><li>Is angry if anyone succeeds and is more successful than they are.</li></ul>	<p>Classroom Level:</p> <ol style="list-style-type: none"><li>First time reminder</li><li>Second time sent to hallway</li><li>Third time office referral</li></ol> <p>Office Level:</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"><li>Time out in the office</li><li>Lunch detention</li><li>Parent/teacher/admin conference</li><li>After School Detention</li></ol>

### Self-Awareness- Be Proud of Your Work

We all want to be proud of what we do. This can be a challenge in the competitive climate of schools as no one is ever the best at everything. What we strive to create is an environment where students come to believe that the only competition that matters is with themselves, and that each day is about meeting our personal best in each task we undertake. This starts with a mind set that I will try my best each and every time I am asked to engage in something, whether I excel in comparison to others, or not. As an old saying goes, “It's ok to be proud of your work, even if it's not perfect, it's ok to be proud of your progress, even if it's not perfect, it's ok to be proud of yourself, even if you're not perfect.”

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"><li>Engages in tasks with the idea they will do their best, no matter what.</li></ul>	<ul style="list-style-type: none"><li>Starts assignments with, “I can't” or, “I won't...”.</li><li>Refuses to try if the work seems challenging.</li></ul>	<p>Classroom Level:</p> <ol style="list-style-type: none"><li>First time reminder</li><li>Second time sent to hallway</li><li>Third time office referral</li></ol>

<ul style="list-style-type: none"> <li>Continues to persevere through challenges.</li> <li>Actively participates to the best of their ability, contributing and acknowledging the contributions of others.</li> <li>Learns from trial and error.</li> <li>Asks for help when needed and patiently waits for it, in order to do as well as possible.</li> <li>Is happy for someone else's success.</li> </ul>	<ul style="list-style-type: none"> <li>Quits if they don't immediately understand what to do.</li> <li>Expresses frustration that they can't do better, especially when comparing their work to that of others.</li> <li>Disengages with work or social interactions.</li> <li>Is jealous of others' successes. May criticize the work or even damage it.</li> <li>Finds other activities to engage in besides the assigned task(s) often creating disruptions in the process.</li> </ul>	Office Level: Depends on severity, but may include: <ol style="list-style-type: none"> <li>Time out in the office</li> <li>Lunch detention</li> <li>Parent/teacher/admin conference</li> <li>After School Detention</li> <li>On campus suspension</li> </ol>
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### Self-Awareness- Be Quiet When Others are Talking

While addressed in more detail elsewhere, the minimum expectation during class time whether instruction is taking place, group discussion is occurring, or simple social interactions are happening, politeness requires the bare minimum of being quiet while others speak.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>Actively listens (e.g., looks at speaker, refrains from interrupting, uses body language indication engagement)</li> <li>Does not talk or make distracting noises, gestures, or actions.</li> <li>Turns off or mutes devices that might interrupt the speaker, especially if they are not currently part of a lesson.</li> </ul>	<ul style="list-style-type: none"> <li>Talks while the speaker is presenting.</li> <li>Engages in distracting behavior, making noises, listening to devices, or otherwise distracting others and self.</li> <li>Engages in other activities while speaker is presenting (e.g., playing with tools or toys, fidgeting beyond simple movements, trying to engage others, asking off topic questions).</li> <li>Moves to unauthorized place, asks to engage in irrelevant activity (e.g., going to the bathroom), or actively turns away from the speaker.</li> </ul>	Classroom Level: <ol style="list-style-type: none"> <li>First time reminder</li> <li>Second time sent to hallway</li> <li>Third time office referral</li> </ol> Office Level: Depends on severity, but may include: <ol style="list-style-type: none"> <li>Time out in the office</li> <li>Lunch detention</li> <li>Parent/teacher/admin conference</li> <li>After School Detention</li> <li>On campus suspension</li> </ol>

### Self-Awareness- Keep Your Space Clean and Organized

This rule incorporates both personal space, as well as community space. Schools need to be organized and clean in order for students to effectively engage in learning.

Extended definition (what the rule is)	Non-definitions (what breaks the rule)	Scale of Consequences (minor to severe)
<ul style="list-style-type: none"> <li>• Treats materials, buildings, and grounds with respect.</li> <li>• Cares for texts, equipment, and learning materials.</li> <li>• Properly disposes of litter</li> <li>• Shows awareness of creating unnecessary messes (e.g., tracking in mud, using too much paint)</li> <li>• Puts materials away after use</li> <li>• Organizes personal space so it is clean and materials can be readily found</li> </ul>	<ul style="list-style-type: none"> <li>• Defaces or damages buildings, grounds, texts, equipment, and learning materials.</li> <li>• Throws trash where it doesn't belong and refuses to help pick up trash that is not their own.</li> <li>• Is careless about creating extra messes and does not clean up afterward.</li> <li>• Leaves left over food in desks or lockers,</li> <li>• Jams materials in desks, backpacks, lockers making them hard to access.</li> <li>• Does not keep track of assignments or notices, carelessly leaving them wherever they happen to end up.</li> </ul>	<p>Classroom Level:</p> <ol style="list-style-type: none"> <li>1. First time reminder</li> <li>2. Second time sent to hallway</li> <li>3. Third time office referral</li> </ol> <p>Office Level:</p> <p>Depends on severity, but may include:</p> <ol style="list-style-type: none"> <li>4. Time out in the office</li> <li>5. Lunch detention</li> <li>6. Parent/teacher/admin conference</li> <li>7. After School Detention</li> <li>8. On campus suspension</li> </ol> <p>* For serious property damage, students could be suspended or expelled, and/or parents may be billed for restitution. Law enforcement may be involved for serious vandalism.</p>

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