

2024 – 2025



St. Helens School District

STUDENT AND FAMILY HANDBOOK

Mission Statement

Strengthening Our
Community Through
Exceptional Schools

Vision Statement

St. Helens School District
inspires all students to learn,
connect, and commit to a
thriving future.





The St. Helens School District is Committed to:

Achievement

Ensuring academic growth, life skills development, and continuous improvement.

Belonging

Welcoming, honoring, and integrating diverse perspectives and individuals.

Community

Cultivating meaningful partnerships, effective communication, and sincere compassion.



Important Phone Numbers for Families and Students

*If you need assistance beyond your school, the following offices
and services of St. Helens School District might be of assistance.*

Office of the Superintendent	503-397-3085
Student Services	503-366-7229
Transportation	503-397-9072
School-Based Health Center	503-366-7695
McKinney-Vento (housing losing/instability)	503-366-7227
Family Resource Liaison	503-366-7238

Hotline Numbers

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

Have the courage to make the call!

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

Crisis Line

503-397-5211 or 1-866-866-1426 (after hours)

Suicide Crisis Hotline	988
National Suicide Prevention	1-800-273-TALK (8255)
Lifeline National	1-800-SUICIDE (784-2433)
Hopeline Network	1-800-854-7771
ACCESS Crisis Hotline	Text "OREGON" to 741741
Lifeline Crisis Chat	Text "START" to 741-741

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

SafeOregon Safety Hotline

844-472-3367 call/text or email tip@safeforegon.com

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

Self-Harm Hotline	1-800-DONT-OUT (366-8288)
Family Violence Helpline	1-800-996-6228
American Association of Poison Control	1-800-222-1222
Alcohol & Drug Dependency Help Line	1-800-622-2255
National Crisis Line: Anorexia & Bulimia	1-800-233-4357

St. Helens School District

Code of Student Conduct Principles & Community Agreements

St. Helens School District is committed to the fundamental belief that success for all is possible.

- Safe and effective learning environments allow all students to experience success.
- All students can grow to reach their highest levels year after year and are college or career ready as high school graduates.
- The quality of education depends not only upon the responsibilities of students, but also upon the quality of relationships among students, families, teachers, administrators and other school personnel.

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

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

Safe and Welcoming Schools

Everyone is welcome in our schools (Every Student Belongs Policy) regardless of race, gender identity, sexuality, immigration status, country of origin, disability, or other factors. Everyone is entitled to academic success regardless of background or family circumstances and each student will be provided the necessary support to ensure that success. Our discipline policies and practices are built around this commitment. In St. Helens, we value the contributions everyone makes to our learning community and we utilize the least exclusionary discipline practices possible in order to provide students with ongoing access to instruction, an opportunity to be held authentically accountable and the chance to learn from their mistakes.

Three Guiding Principles for Students, Staff and Families

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

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

Right to Attend

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

Complaints and Appeals

Public Complaint Procedure to appeal a disciplinary decision. Complaints begin with the teacher or staff member where the issue originated, proceed to the principal if unresolved, continue to the superintendent as necessary and a final decision is made by the board to resolve ongoing dissatisfaction.

Rights and Responsibilities

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

STUDENTS have the right to:

- An orderly and safe learning environment.
- Courtesy and respectful treatment.
- A quality education with clear, challenging learning goals.
- Positive behavior reinforcement and appropriate correction when conduct does not meet expectations.
- Equal access to classes, services, and extracurricular activities.
- Equitable treatment in the application of school rules and due process.
- Help in the classroom and support from the school as a whole.
- The opportunity to reconcile a wrong and a second chance to exhibit appropriate behavior.

STUDENTS have the responsibility to:

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

FAMILIES have the right to:

- Send their child to an orderly and safe school environment.
- Be treated with courtesy and respect.
- Be informed of their child's academic progress, attendance, and behavior concerns in a timely manner.
- Participate in problem-solving discussions about their child and the expectations of their school as the expert on their child's needs.
- Receive information from school staff about ways to improve their child's academic or behavioral progress including, but not limited to: counseling, after-school and academic programs, and mental health services.

- Schedule conferences or classroom visits with teachers, principals, and other school staff.
- Bring concerns to the attention of school authorities.
- Challenge disciplinary action through the process outlined in this document.
- Receive translation and interpretation services.

FAMILIES have the responsibility to:

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

STAFF have the right to:

- Work in an orderly and safe environment
- Be treated with courtesy and respect.
- Receive collaboration from students and parents/guardians.
- Feel safe, engaged, and continuously supported with professional development as successful and culturally sustaining educators.
- Receive the necessary resources to deliver quality instruction.

STAFF have the responsibility to:

- Create a welcoming school environment for teachers, students, and families.
- Play a role in creating a culturally sustaining environment by being responsive to sharing their culture and learning about other cultures in the school community.
- Model professional standards of behavior, including ensuring that interaction with students is respectful and caring.
- Maintain high expectations for all students.
- Attend work daily, be punctual, and use well-planned, creative, and engaging instructional plans every day.

- Engage students in defining classroom-specific expectations and rules that elaborate on the district and school expectations.
- Teach expectations early each school year and review them with students throughout the school year, including an orientation process for new students.
- Collaborate with their teams and the full staff in developing and implementing school and classroom plans.
- Utilize responses that address the needs of the students who do not meet student conduct expectations, those people directly affected by the behavior, and the school community.
- Communicate regularly with the families of their students.
- Identify students who are struggling with academic, attendance, or behavior issues and participate in problem-solving to resolve those issues.
- Provide makeup work for students with absences, including those students who are absent for disciplinary reasons.

ADMINISTRATORS have the right to:

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

ADMINISTRATORS have the responsibility to:

- Provide positive feedback to students and staff and consult with families of students who are conducting themselves in a manner contrary to the policy and school expectations.
- Provide culturally sustaining leadership, address racism among students and staff to ensure a culture of acceptance among the diverse groups within the school.
- Maintain high expectations for all students.
- Encourage student leadership that promotes the school's expectations and culture.
- Implement strategies to ensure a sense of shared leadership and community among school staff.
- Model positive behavior, including practicing fairness and equity.
- Provide leadership to ensure the full implementation of the school-wide positive behavior plan and response continuum.
- Consistently support improved teaching practices and ensure staff have valuable, ongoing professional development opportunities.

- Ensure that school staff, students, and families know how to bring forward concerns and suggestions; and ensure that a process exists for responding to them.
- Ensure that students are referred to the appropriate committees, departments, offices, divisions, agencies, and organizations when outside support is necessary.

Dress & Clothing Expectations

The decision for student dress and grooming rests primarily with the student and their parents or guardians.

Students have the **RIGHT** to:

- Dress and groom as they choose consistent with the goals and purposes of the educational environment.
- Expect that staff will address concerns about student dress in a manner that maintains the student's dignity and respects their family culture.

Students have the **RESPONSIBILITY** to:

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

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

PROHIBITED clothing items include:

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

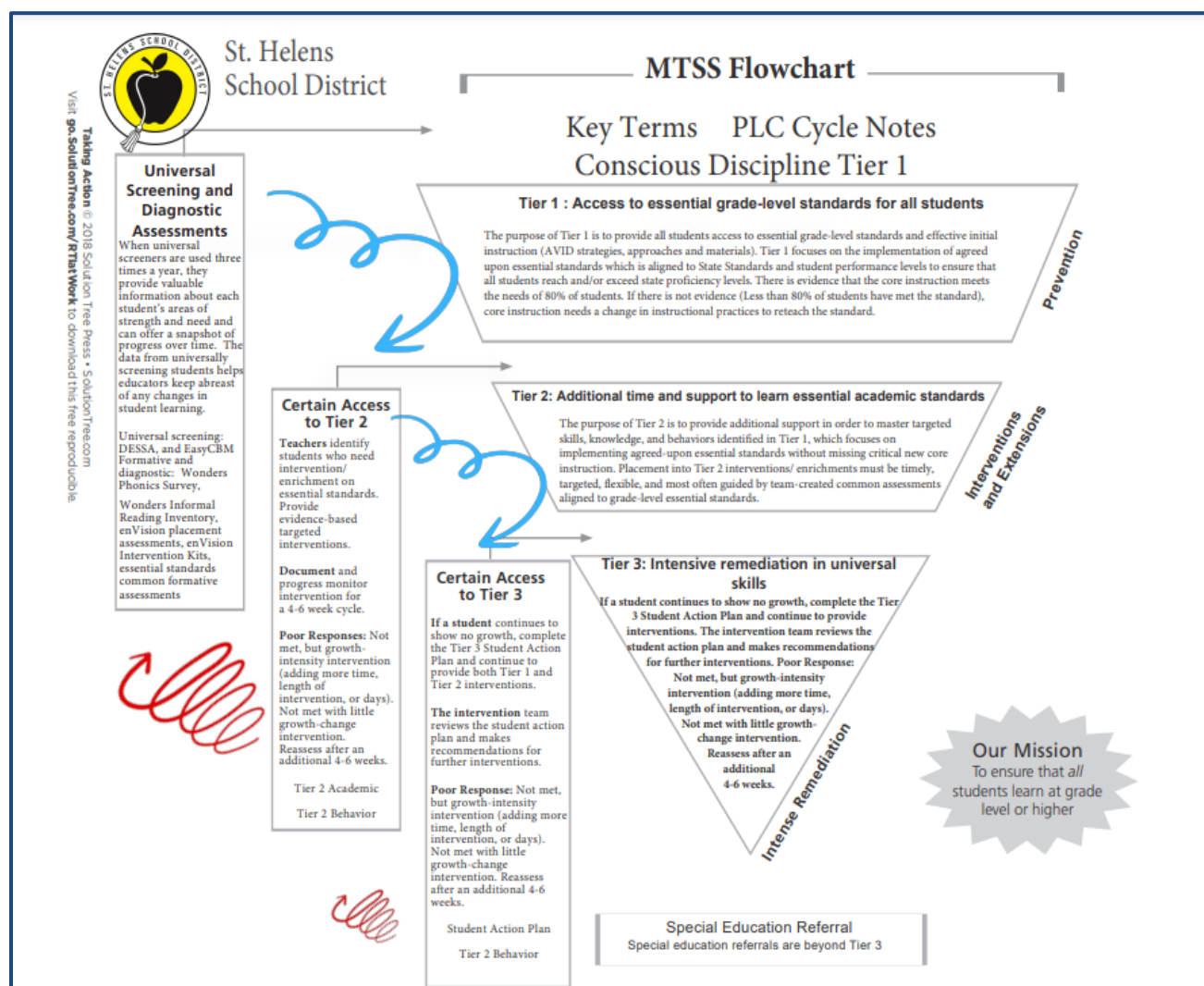
Policy: [Student Dress and Grooming JFCA](#)

Policy: [Hazing, Harassment, Intimidation JFCF](#)

STUDENT SUPPORTS: MULTI-TIERED SYSTEM OF SUPPORT, RESTORATIVE PRACTICE, STUDENT HEALTH & WELLNESS

MULTI-TIERED SYSTEMS OF SUPPORT

St. Helens School District has begun the process of becoming A *Multi-Tiered System of Supports (MTSS)* district. MTSS is a framework that focuses on the “whole child.” MTSS supports academic growth and achievement but also focuses on behavior, social-emotional needs, and attendance. MTSS uses equitable, evidence-based instruction, intervention, and assessment practices to ensure that every student receives the level of support needed based on their identified need. Attention is focused on creating and sustaining **Tier 1 supports (universal)**, **Tier 2 supports (targeted group)**, and **Tier 3 supports (individual) systems** to help eliminate barriers to learning and enable every student to successfully reach their full potential.



Multi-Tiered Systems of Support: TIER 1

Tier 1 supports are school-wide structures, rules, routines, and physical arrangements that are aimed at creating a positive and reinforcing learning environment and encourages student engagement. Tier 1 also includes a core social skills curriculum to which all students have access across all school settings. The systems and practices put in place at Tier 1 help to ensure that all students have been taught behavioral expectations, that they have been supported as they learn and become fluent in these behaviors, and that staff respond to social skills errors with teaching strategies rather than punishment.

Multi-Tiered Systems of Support: TIER 2

Tier 2 supports do not replace Tier I instruction, but are provided in addition to what the student receives in Tier I. Interventions are designed to match the needs of students identified as at-risk through screening and progress monitoring measures. Targeted support is provided multiple times per week by school personnel, including classroom teachers, counselors, and support staff. Tier 2 Interventions serve the 10-20% of students who exhibit behavior challenges while experiencing the supports within Tier 1 systems.

EXAMPLES OF INTERVENTIONS

Potential evidence-based Tier 2 interventions may include but are not limited to: Check-in/Check-Out (CICO), Check and Connect (School based mentoring), Breaks are Better, Meaningful Work, and targeted social-emotional learning (small group). Tier 2 interventions should be matched to student needs (e.g. behavioral function), and be explicitly linked to tier 1 social-emotional learning skills (e.g. school values on a CICO sheet).

Restorative Practices in School

Key Benefits of Restorative Practices:

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

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

In SHSD, we believe these five principles are central to Restorative Practices in our schools:

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

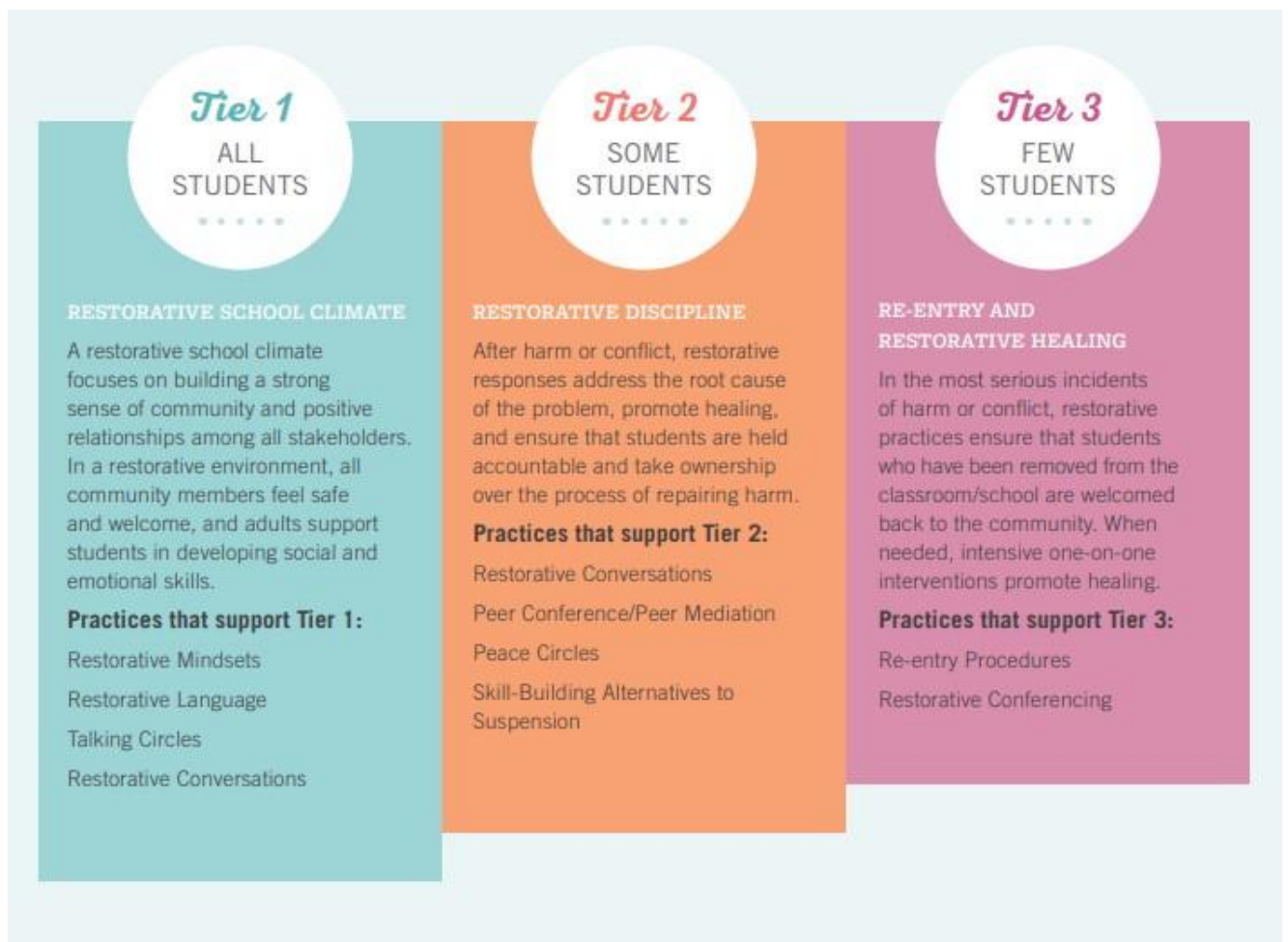
Fundamental Restorative Practices

1. **Restorative Mindset:** A focus on relationships & community, mutual accountability, welcoming of multiple perspectives, resolution of conflict through dialogue
2. **Restorative Language:** Affection statements including “I statements”; empathetic listening, restorative questions.

3. **Restorative Questions:** A way of asking about behavior that focuses on harm (“Who was affected by what happened?”) and an essential component of more formal restorative practices.
4. **Circles:** Proactive/talking circles for community and relationship building and responsive/peace circles for resolving behavioral issues.
5. **Classroom Practices:** Daily practices and disciplinary responses that build community, develop strong relationships, provide opportunities for self-reflection, and utilize conflict resolution.
6. **Restorative Conferences:** A structured meeting between victims, offenders and community members (including family at times) in which consequences for serious behavioral incidents are faced, accountability is established and necessary repair work is begun.

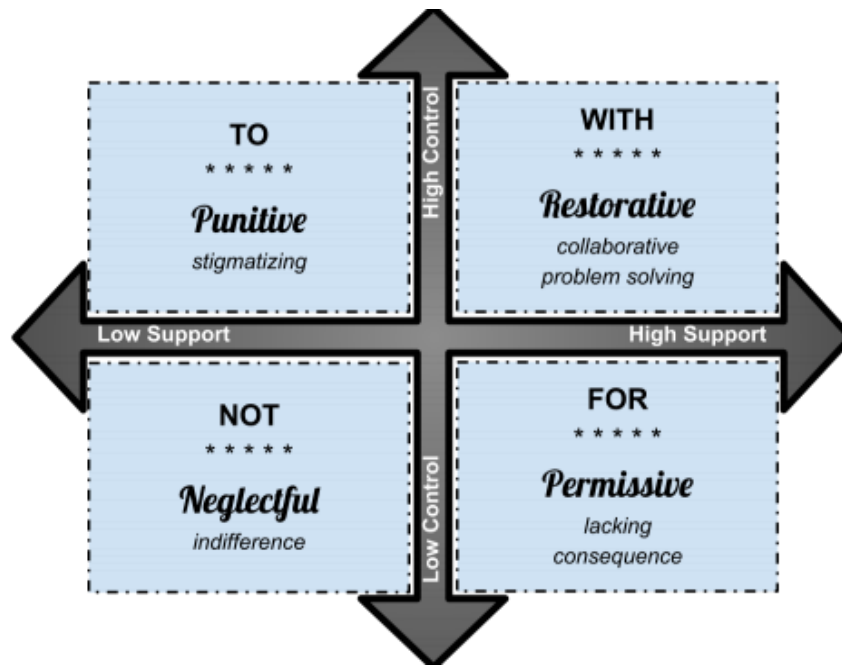
Tiered Restorative Practices

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



The Social Discipline Window

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



Reentry Process

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

Reentry meetings should include:

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

Punitive vs. Restorative Discipline

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

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

Levels of Response Definitions

Determining the Disciplinary Response

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

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

- The student's age and maturity;
- The student's disciplinary record (including the nature of any prior misconduct, the number of prior instances of misconduct, and the disciplinary and guidance intervention measures applied for each);
- The nature, severity and scope of the student's behavior;
- The circumstances/context in which the student's behavior occurred;
- The frequency and duration of the student's behavior;
- The number of persons involved in the student's behavior;
- The social emotional status/needs of all persons involved in the behavior;
- The student's IEP (Procedural Safeguards (Parent's Rights Booklet)), BSP, and/or 504 Accommodation Plan, if applicable.

Several potential options are listed below; not all may be appropriate depending on the circumstance.

Level		
1	<i>Classroom Managed</i> <i>These interventions aim to address behavior, teach skills and restore relationships so that students learn and demonstrate safe and respectful behavior. Teachers implement a variety of teaching and classroom management strategies. Behavior expectations are explicitly taught, retaught at intervals & reinforced.</i>	
	<ul style="list-style-type: none">● Classroom system of positive reinforcement● Reteaching, reminder, redirection● Proximity● Seat change● Verbal / Nonverbal correction● Written reflection, problem solving or apology● Device check in● Parent contact	<ul style="list-style-type: none">● Talking circle● Teacher/student conference● Parent or guardian conference● Daily progress sheet on behavior● Buddy teacher system● De-escalation strategies (e.g., mindfulness, reflection break)● Restorative conversation

Level		
2	<p><i>Classroom Managed / Office Managed</i></p> <p><i>These interventions, in partnership with school administrators, aim to address behavior, teach skills and restore relationships by stressing the impact of the behavior and how to make it right while maintaining access to instruction. Teaming between staff (certified, classified and/or admin) is strongly encouraged.</i></p>	
	<ul style="list-style-type: none"> • Classroom system of positive reinforcement • Reteaching, reminder, redirection • Proximity • Seat change • Verbal / Nonverbal correction • Written reflection, problem solving or apology • Device check in • Parent contact 	<ul style="list-style-type: none"> • Talking circle • Teacher/student conference • Parent or guardian conference • Daily progress sheet on behavior • Buddy teacher system • De-escalation strategies (e.g., mindfulness, reflection break) • Restorative conversation

Level		
3	<p><i>Office Managed</i></p> <p><i>These interventions may involve the removal of a student from the classroom environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior. Administrators team with other staff in decision-making & problem-solving whenever possible. Restoration, skill building and sanctions/consequences are all components of office managed responses to behavior. <u>(Refer to ORS 339.250(2)(d) for K-5 students.)</u></i></p>	
	<ul style="list-style-type: none"> • Parent or guardian notification required • Restorative practice methods, including restorative conversations, formal conferencing/community conferencing by a trained adult, peace circle • Development of or revision to student/behavior support plan • Referral to substance abuse counseling • Use of Behavior Problem Solving Sheet • Behavior Agreement (contract) • Safety/Supervision plan • Utilize teaming for student support (e.g. teacher team, I-Team, SCT, SST, etc) 	<ul style="list-style-type: none"> • Referral to an appropriate community organization (e.g., mentoring programs) • In school suspension • Referral to substance abuse counseling if applicable • Compliance with IDEA/504 for students with disabilities: • Ensure child find obligations are fulfilled • Development of Functional Behavior Assessment and Behavior Support Plan • IEP team or 504 team meet for manifestation determination • Revision to IEP or 504 plan as needed

Level		
4	<p>Office Managed / District Managed</p> <p><i>These interventions might involve the removal of a student from the school environment for a period ranging between 1 and 5 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior. (Refer to ORS 339.250(2)(d) for K-5 students.) Teaming (classroom teachers, support staff, parents, outside agencies, etc) for students with severe behavioral issues/incidents is a necessity. Restoration, skill building and sanctions/consequences are all important components of a thorough response to behavior.</i></p>	
	<ul style="list-style-type: none"> • Parent or guardian notification required • Restorative practice methods, including restorative conversations, formal conferencing/community conferencing by a trained adult, peace circle • Development of or revision to student support team plan • Safety and/or supervision plan • Use of Behavior Problem Solving Sheet • Development of brief behavior support plan • In or out of school suspension (1 to 5 days) • Reentry meeting 	<ul style="list-style-type: none"> • Referral to substance abuse counseling if applicable • Referral to appropriate community organization (e.g., mentoring programs) • Compliance with IDEA/504 for students with disabilities: • Ensure child find obligations are fulfilled • Development of Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP) • IEP team or 504 team meet for manifestation determination • Revision to IEP or 504 plan as needed

Level		
5	<p>District Managed</p> <p><i>These interventions might involve the removal of a student from the school environment because of the severity of the behavior and focus on maintaining the safety of the school community to end behavior that is harmful to the student or others. The duration of an extended suspension or expulsion will be limited to the least amount of time necessary to adequately address the behavior. (Refer to ORS 339.250(2)(d) for K-5 students.) Teaming (classroom teachers, support staff, parents, outside agencies, etc) around students with severe behavioral issues is a necessity. Restoration, skill building and sanctions/consequences are all important components of a thorough response to behavior.</i></p>	
	<ul style="list-style-type: none"> • Parent or guardian notification required • Ongoing restorative practice methods as needed including formal conferencing/ community conferencing by trained adult • Development of or revision to student support team plan • Safety/Supervision Plan • Utilize teaming for student support (e.g. teacher team, CST, SST, etc) • Referral to substance abuse counseling • In or out of School suspension (5-10 days) 	<ul style="list-style-type: none"> • Reentry meeting • Abeyance agreement • Expulsion (serious behavioral infractions; 44 days or longer) • Compliance with IDEA/504 for students with disabilities: • Ensure child find obligations are fulfilled • Development of Functional Behavioral Assessment (FBA) and Behavioral Support Plan (BSP) • IEP team or 504 team meet for manifestation determination • Revision to IEP or 504 plan as needed

Level of Response Guidance

Student Actions		1	2	3	4	5	Additional Resources
Academic Dishonesty (Cheating / Plagiarism)	Pre K-5: 1st offense	X	X				
	Pre K-5: repeated offenses		X	X			Conference w/ parent
	6-12: 1st offense		X	X			
	6-12: repeated offenses			X	X		Conference w/ parent
Alcohol, Drugs & Tobacco All K-8 students are referred for D&A services for any violation. HS students must be referred by 3rd possession and all other offenses.	Possession			X	X	X	Law Enforcement, DHS Services
	Consumption				X	X	Law Enforcement, DHS Services
	Distribution / Sale / Sharing				X	X	Law Enforcement, DHS Services
	Possession w/ intent to sell or share				X	X	Law Enforcement, D&A services
Ammunition	Accidental (left in pocket from weekend, etc), turned in by student, spent ammunition			X	X		Law Enforcement
	Intentional (to scare, show off), attempt to hide from staff, live round				X	X	Law Enforcement
Arson/Fire					X	X	Law Enforcement
Bias Behavior (See Harassment and Intimidation)	Grades Pre K-2: First Offense	X	X				Reteaching
	Grades Pre K-2: Repeated Offenses		X	X	X		Restorative Practice Lesson
	Grades 3-5: First Offense		X	X	X		Reteaching
	Grades 3-5: Repeated Offenses			X	X	X	Restorative Practice Lesson

Level of Response Guidance

Offense/Violation		1	2	3	4	5	
Bias Behavior (See Harassment and Intimidation)	Grades 6-12: First Offense - Up to 3 days suspension	X	X	X	X	X	Restorative Lesson
	Grades 6-12: Second Offense - Up to 10 days suspension		X	X	X	X	2nd & 3rd offense Law Enforcement
	Grades 6-12 Third Offense - Possible extended suspension			X	X	X	
Bomb Threat	Pre K-5			X	X		Utilize the threat assessment protocol.
	6-12				X	X	Law Enforcement Utilize the threat assessment protocol.
	Repeated Offenses (6-12 only)				X	X	
Destruction of Property / Vandalism (amounts reflect Oregon State Statute)	Minor (Cost to repair is under \$50)	X	X				
	Moderate (Cost to repair is \$50-\$1000)		X	X			Law Enforcement
	Major (Cost to repair is over \$1000)			X	X	X	Law Enforcement
Disrespect Toward Others	First Offense	X	X	X			Note: Disrespect <i>can</i> be a cultural difference or misunderstanding.
	Repeated Offenses		X	X	X		
Disruption to Classroom / School	Minimal disruption	X					
	Repeated minimal disruption and/or disruption that requires extended attention from staff and/or interferes with the learning of others in the immediate area.		X	X			
	Disruption that requires extensive attention from staff and/or interferes with the learning of others outside the immediate area.			X	X		

Level of Response Guidance

Student Actions		1	2	3	4	5	Additional Resources
Electronic Device Misuse - District Property	Minimal disruption and/or off task behavior.	X	X				
	Moderate or repeated minimal disruption and/or off task behavior <ul style="list-style-type: none"> Minimal impact on others (including staff) Minimal damage to equipment. 		X	X			
	Extensive disruption <ul style="list-style-type: none"> Moderate or greater damage to equipment Moderate or greater impact on others (including staff). 			X	X		Law Enforcement
Electronic Device Misuse - personal property	First offense	X	X				See school handbook or teacher expectation for permitted use.
	Repeated offense		X	X			
Extortion/Blackmail					X	X	Law Enforcement
False Fire Alarm	Pre K-5			X	X		Consider Law Enforcement
	6-12				X	X	Consider Law Enforcement
False Information/ Accusations/Slander/ Lying		X	X	X			
Fighting (repeated fighting is accounted for in determining the disciplinary response)	Physical contact <u>without</u> injury but may include other aggressive physical action against another person.	X	X	X	X		

Level of Response Guidance							
Student Actions		1	2	3	4	5	Additional Resources
	A physical attack causing minor physical injury.		X	X	X		Consider Law Enforcement
	A physical attack causing serious physical injury.			X	X	X	Law Enforcement
Fight Promotion				X	X	X	
Fireworks/Explosives/Combustibles					X	X	Law Enforcement
Forgery	Minimal harm/effect (bus or hall pass, etc).		X	X			
	Significant harm, impact, repeated incidents.			X	X		
Gambling					X	X	
Gang-Related Activity					X	X	Law Enforcement
Harassment / Intimidation	Elementary		X	X			See also Threat
	Secondary			X	X		
Inappropriate Language		X	X	X			
Leaving an Area, Class and/or School Grounds Intentionally & Without Permission	Area/Class	X	X				
	Class/Grounds		X	X			
	Repeated behavior			X	X		
Matches/Lighter(s)*	Possession of		X	X			*Consider intent, see glossary 4 & 5: Law Enforcement
	Use of (<i>see Arson/Fire</i>)				X	X	
Non-Compliance		X	X	X			

Level of Response Guidance

Student Actions		1	2	3	4	5	
Physical Aggression	Physical contact without injury but may include other aggressive physical action against another person	X	X	X	X		
	Physical contact causing minor physical injury			X	X	X	Law Enforcement
	Physical contact causing serious physical injury.				X	X	Law Enforcement
Reckless Vehicle Use					X	X	Law Enforcement, see also "Unsafe action"
Sexual Activity (including public displays of affection expectations)	Grades Pre K-5	X	X	X	X	X	
	Grade 6-12			X	X	X	Law Enforcement
Sexual Assault						X	Law Enforcement
Sexual Harassment	Grades Pre K-5	X	X	X	X		
	Grades 6-12		X	X	X	X	
	Grades 6-12, repeated			X	X	X	Law Enforcement
Skiping Class			X	X			(OSS not appropriate)
Tardiness		X	X				
Theft		X	X	X	X	X	Law Enforcement

Level of Response Guidance

Student Actions		1	2	3	4	5	
Threat: language (verbal or written), gestures, images, posturing, online or in person, etc.	Grades 6-12 Level 1		X	X	X		
	Grades 6-12: Level 2				X	X	Law Enforcement
Trespassing				X	X	X	Law Enforcement
Unsafe Action(s)	Minor or no-injury, and minor disruption to class / school.	X	X	X			
	Moderate injury and/or moderate disruption to class / school.		X	X	X		
	Serious injury and/or major disruption to class / school.			X	X	X	
Weapons (including look-a-like guns) <i>Utilize Threat Assessment Protocol</i>	Firearms					X	Law Enforcement
	Other guns (bb, pellet, etc)				X	X	Law Enforcement
	Other weapons (sprays, brass knuckles, knives, etc)				X	X	Law Enforcement

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

ISS does not count towards exclusionary discipline leading to a Manifestation Determination for students with disabilities, only IF the child:

1. Is afforded the opportunity to continue to appropriately participate in the general curriculum;
2. Continues to receive the services on his or her IEP; and
3. Continues to participate with nondisabled children to the extent the child would have in his or her current placement.

Out of School suspension:

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

Discipline of Students with Disabilities- Board Policy JGDA

Discipline of Students with Disabilities- Board Policy JGDA-AR

Disciplinary Procedures: Special Education & Section 504

Special procedures must be followed if a disabled student is suspended or expelled, and a relationship is shown between the behavior and the disability. (See "Special Education and Section 504" on page 30) If an expulsion hearing is requested, the student will be permitted to have a representative present at the hearing to advise and to present arguments. The representative may be an attorney or parent. The school district's attorney may be present.

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

Finally, the student will be permitted to be present and to hear the evidence through IDEA and Section 504 of the Rehabilitation Act of 1973.

A Student's Right to Hear His/Her/Their Accuser

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

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

Denial of Admission to Regular School Program

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

Alternative Education Programs Related to Expulsion- Board Policy- JGEA

Weapons in the Schools- Students- Board Policy JFCJ

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

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

Required Reports to Law Enforcement

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

Fire Marshall

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

Required Reports to Public Safety Officer

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

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

Special Education Services must be provided during the expulsion period.

CHILD FIND

Policy Reference:

Students with Disabilities- Child Find Identification Procedures- IGBA

Student with Disabilities- Child Identification Procedures- IGBA-AR

Special Education- Free and Appropriate Education- IGBAJ

IGBAG and IGBAG-AR – *Special Education – Procedural Safeguards*

IGBAH – *Special Education – Evaluation Procedures*

IGBAJ – *Special Education - FAPE (Free Appropriate Public Education)*

Educational services for children with disabilities are mandated by Oregon and federal law. St. Helens School District provides educational programs and services for eligible children kindergarten through high school. Appropriate services for each eligible child are based on his or her disability and Individualized Education Plan (IEP) or Section 504 Accommodation Plan. If your school age child (5 years to 21 years) has a disability or you believe your child may have a disability, please notify your child’s classroom teacher, school administrator, special education teacher or school psychologist in your child’s school.

The NW Regional ESD/ Early Childhood Special Education Department provides educational services for eligible children from birth to kindergarten (Contact the Columbia County Service Center at: 503-366-4141 for additional information).

Section 504-Students- Board Policy JBAA

Section 504- Students- Board Policy JBAA-AR

Section 504

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

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

In order to fulfill its obligation under Section 504, the St. Helens School District recognizes a responsibility to avoid discrimination in policies and practices regarding its personnel and students. No discrimination against any person with a disability will knowingly be permitted in any of the programs and practices in the school system. The school district has specific responsibilities under the Act, which include the responsibility to identify, evaluate, and if the child is determined to be eligible under Section 504, to afford access to appropriate educational services. If the parent or guardian disagrees with the determination made by the professional staff of the school district, he/she/they have a right to a hearing with an impartial hearing officer.

If there are questions, please feel free to contact your child's principal or the school 504 Case Manager (school counselor) or the District's Section 504 Program Coordinator, Lori Thompson, 503-366-7232.

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

The following is a description of the rights granted by federal law to children with disabilities who are eligible under Section 504. (29 U.S.C. 706(7), Sec. 794; 34 C.F.R. Part 104, 20 U.S.C. Sec. 1232g; 34 C.F.R. Part 99).

The intent of the law is to keep parents fully informed concerning decisions about their child and to inform them of their rights if they disagree with any of these decisions. Parents have the right to:

1. Have their child take part in, and receive benefits from public education programs without discrimination because of his/her disabling condition;
2. Have the school district advise the parents of their rights under federal law;

3. Receive notice (not necessarily in writing) with respect to identification, evaluation, or placement of their child;
4. Have their child receive a free, appropriate, and public education. This includes the right to be educated with non-disabled students to the maximum extent appropriate;
5. Have their child educated in facilities and receive services comparable to those provided to nondisabled students;
6. Have their child receive accommodations to allow their child an equal opportunity to participate in school and school-related activities and receive regular education or special education and related aids and services designed to meet the individual needs of students with disabilities as adequately as the needs of nondisabled students are met;
6. Have evaluation, educational, and placement decisions made based upon a variety of information sources, and by a group of persons who know their child, the evaluation data, and placement options;
7. Have transportation provided to and from an alternative placement setting at no greater cost to the parents than would be incurred if their child were placed in a program operated by the district;
8. Have their child be given an equal opportunity to participate in nonacademic and extracurricular activities offered by the district;
9. Examine all relevant records relating to decisions regarding their child's identification, evaluation, educational program, and placement;
10. Obtain copies of education records at a reasonable cost unless the fee would effectively deny the parents access to the records;
11. Have a response from the school district to reasonable requests for explanations and interpretations of their child's records;
12. Request amendment of their child's educational records if there is reasonable cause to believe that they are inaccurate, misleading or otherwise in violation of the privacy rights of their child. If the school district refuses this request for amendment, it shall notify the parents within a reasonable time, and advise them of the right to a hearing;
13. Request mediation and/or an impartial due process hearing related to decisions or actions regarding their child's identification, evaluation, and educational placement.
14. The parent and the child may take part in the hearing and have an attorney represent them. Hearing requests must be made to the State Superintendent of Public Instruction, Oregon Department of Education, Public Service Building, 255 Capitol NE, Salem, Oregon 97310-0203, pursuant to OAR 581-015- 2390 through 2395;
15. Ask for payment of reasonable attorney fees if the parents are successful on their claim; and
16. File a local grievance with the District Section 504 Program Manager.

ALTERNATIVE EDUCATION

Alternative Education Notification- Board Policy IGBHC

Policy Reference: IGBHC – Alternative Education Notification

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

The circumstances in which that must occur are:

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

In the first four situations identified, the District is obligated to pay a portion of the cost of the alternative program. If a resident student or a student transferring into the District is expelled for a weapons violation, pursuant to Section (6) of ORS 339.250, the District will deny that student admission to the school’s regular program for at least one calendar year from the date of the expulsion. In addition, the District will not offer an alternative education program to students expelled for weapons violations pursuant to Section (10) of ORS 339.250 for at least one calendar year from the date of the expulsion subject to modifications by the Superintendent on a case-by-case basis.

Directory Information- (Military Recruitment) Board Policy- JOA

MILITARY RECRUITMENT

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

Special Interest Materials- Board Policy IIAD

NON-SCHOOL MATERIALS DISTRIBUTION

Policy Reference: KJA and KJA-AR– Materials Distribution

The District recognizes that many organizations provide additional opportunities for students that foster growth, development, knowledge and understanding in our community. In an effort to cooperate with community organizations and convey useful information to students, families and staff, the District allows the distribution of certain materials by non-school organizations. The District does not endorse any event, service or point of view contained in the information it distributes to students through this policy. The District encourages parents to assist their children in making choices appropriate for them. Requests by individuals or groups to distribute pamphlets, booklets, flyers, brochures and other similar materials to students or staff shall be submitted to the Communications and Community Involvement Department (contact Stacey Mendoza, 503-397-3085).

Materials themselves, as well as the proposed method of distribution, shall be subject to review. Materials submitted for review must offer educational and/or extra-curricular learning opportunities for children, families, and/or staff. The District does not allow commercial advertising at any of its facilities.

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

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

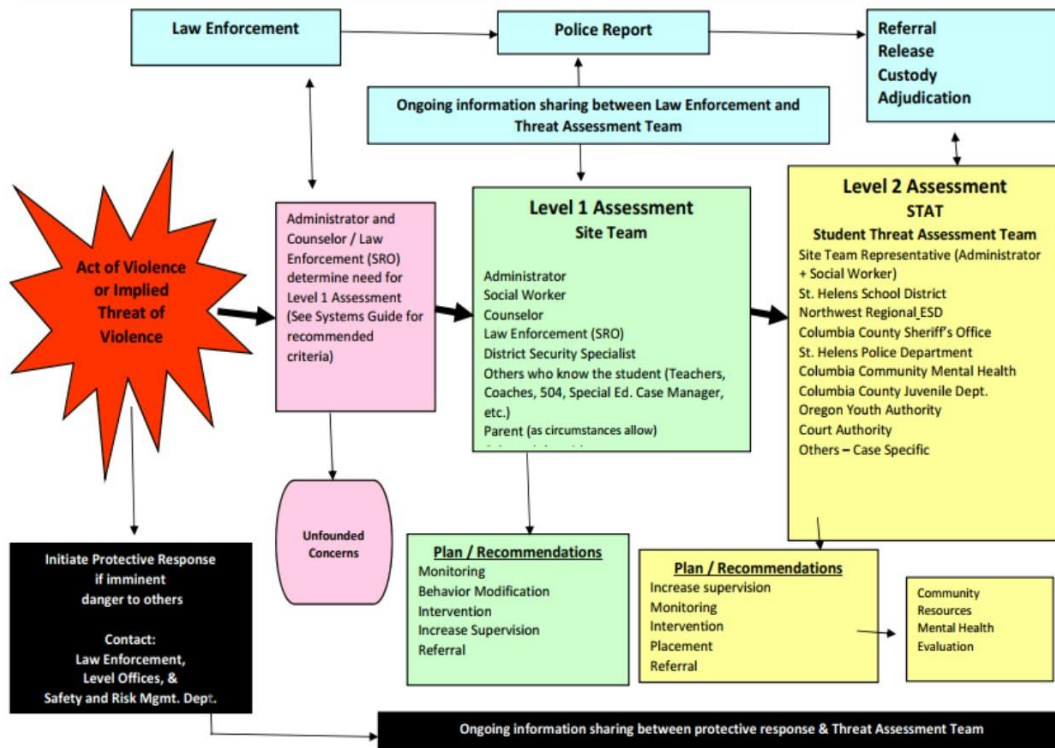
Distribution by Students

Students must request and receive authorization from the school principal to distribute petitions, handouts, leaflets and other literature on District property as appropriate under District policies and regulations. Students may not distribute materials during class time. Authorization for the request should be granted or denied no later than two regular school days after the date of the request. Students who edit, publish or distribute handwritten, printed, electronic or duplicated material among their fellow students within the schools must assume responsibility for the content of such publications.

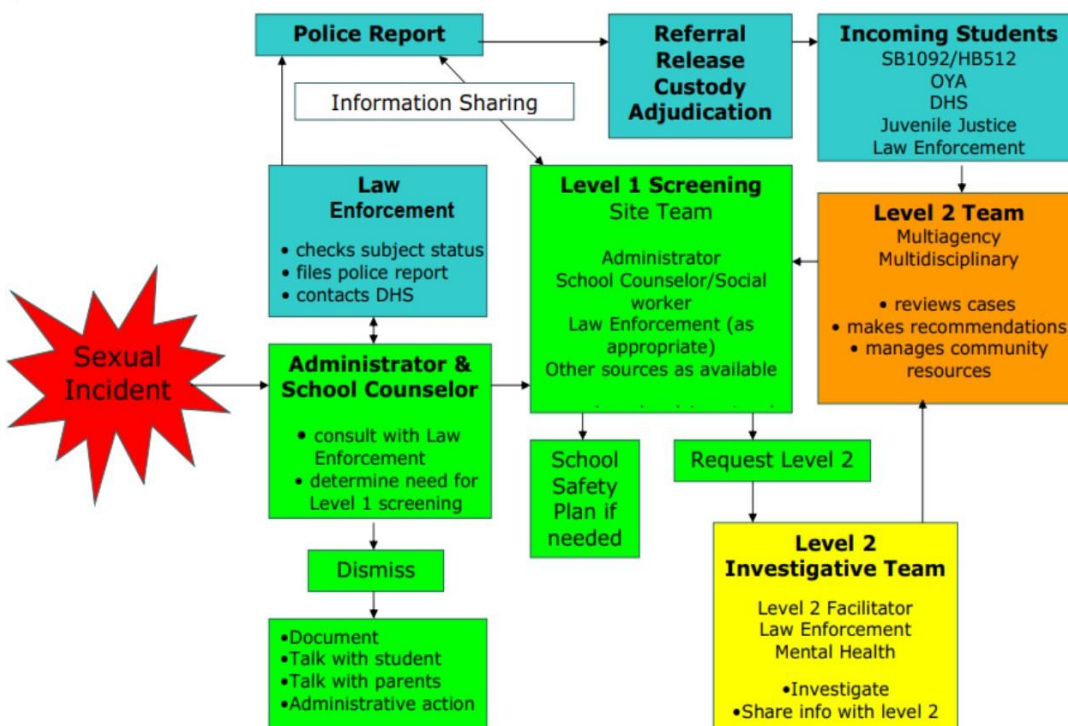
TITLE I SCHOOLS

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

St. Helens School District
STUDENT THREAT ASSESSMENT and MANAGEMENT SYSTEM
Systems Flow Chart



ST. HELENS SCHOOL DISTRICT
Sexual Incident Response Committee (SIRC)
Systems Flow Chart





STANDARD RESPONSE PROTOCOL

INFORMATION FOR PARENTS AND GUARDIANS

Our school has adopted The "I Love U Guys" Foundation's Standard Response Protocol (SRP). Students and staff will be training, practicing, and drilling the protocol.

COMMON LANGUAGE

The Standard Response Protocol (SRP) is based on an all-hazards approach as opposed to individual scenarios. Like the Incident Command System (ICS), SRP utilizes clear common language while allowing for flexibility in protocol.

The premise is simple - there are five specific actions that can be performed during an incident. When communicating these, the action is labeled with a "Term of Art" and is then followed by a "Directive." Execution of the action is performed by active participants, including students, staff, teachers and first responders. The SRP is based on the following actions: Hold, Secure, Lockdown, Evacuate, and Shelter.

HOLD

"In Your Classroom or Area"

Students are trained to:

- Clear the hallways and remain in their area or room until the "All Clear" is announced
- Do business as usual

Adults and staff are trained to:

- Close and lock the door
- Account for students and adults
- Do business as usual



SECURE

"Get Inside. Lock outside doors"

Students are trained to:

- Return to inside of building
- Do business as usual

Adults and staff are trained to:

- Bring everyone indoors
- Lock the outside doors
- Increase situational awareness
- Account for students and adults
- Do business as usual



LOCKDOWN

"Locks, Lights, Out of Sight"

Students are trained to:

- Move away from sight
- Maintain silence
- Do not open the door

Adults and staff are trained to:

- Recover students from hallway if possible
- Lock the classroom door
- Turn out the lights
- Move away from sight
- Maintain silence
- Do not open the door
- Prepare to evade or defend



EVACUATE

"To a Location"

Students are trained to:

- Leave stuff behind if required to
- If possible, bring their phone
- Follow instructions

Adults and staff are trained to:

- Bring roll sheet and Go Bag (unless instructed not to bring anything with them, dependent on reason for evacuation.)
- Lead students to Evacuation location
- Account for students and adults
- Report injuries or problems using Red Card/Green Card method.



SHELTER

"State Hazard and Safety Strategy"

Hazards might include:

- Tornado
- Hazmat
- Earthquake
- Tsunami

Safety Strategies might include:

- Evacuate to shelter area
- Seal the room
- Drop, cover and hold
- Get to high ground

Students are trained in:

- Appropriate Hazards and Safety Strategies

Adults and staff are trained in:

- Appropriate Hazards and Safety Strategies
- Accounting for students and adults
- Report injuries or problems using Red Card/Green Card method.





STANDARD RESPONSE PROTOCOL

PARENT GUIDANCE

In the event of a live incident, parents may have questions about their role.

SECURE

“Get Inside. Lock outside doors”



Secure is called when there is something dangerous outside of the building. Students and staff are brought into the building and the outside doors will be locked. The school might display the Building is Secured poster on entry doors or nearby windows. Inside, it will be business as usual.

SHOULD PARENTS COME TO THE SCHOOL DURING A SECURE EVENT?

Probably not. Every effort is made to conduct classes as normal during a secure event. Additionally, parents may be asked to stay outside during a Secure event.

WHAT IF PARENTS NEED TO PICK UP THEIR STUDENT?

Depending on the situation, it may not be safe to release the student. As the situation evolves, Secure might change to a Monitored Entry and/or Controlled Release.



WILL PARENTS BE NOTIFIED WHEN A SCHOOL GOES INTO SECURE?

When a secure event is brief or the hazard is non-violent, like a wild animal on the playground, there may not be a need to notify parents while the Secure is in place.

With longer or more dangerous events, the school should notify parents that the school has increased their security.

LOCKDOWN

“Locks, Lights, Out of Sight”



A Lockdown is called when there is something dangerous inside of the building. Students and staff are trained to enter or remain in a room that can be locked, and maintain silence.

A Lockdown is only initiated when there is an active threat inside or very close to the building.

SHOULD PARENTS COME TO THE SCHOOL DURING A LOCKDOWN?

The natural inclination for parents is to go to the school during a Lockdown. Understandable, but perhaps problematic. If there is a threat inside the building, law enforcement will be responding. It is unlikely that parents will be granted access to the building or even the campus. If parents are already in the school, they will be instructed to Lockdown as well.

SHOULD PARENTS TEXT THEIR STUDENTS?

The school recognizes the importance of communication between parents and students during a Lockdown event. Parents should be aware though, during the initial period of a Lockdown, it may not be safe for students to text their parents. As the situation resolves, students may be asked to update their parents on a regular basis.

In some cases, students may be evacuated and transported off-site for a student-parent reunification.

WHAT ABOUT UNANNOUNCED DRILLS?

The school may conduct unscheduled drills, however it is highly discouraged to conduct one without announcing that it as a drill. That's called an unannounced drill and can cause undue concern and stress.

Parents should recognize that the school will always inform students that it is a drill during the initial announcement.

It's important to differentiate between a **drill** and an exercise. A drill is used to create the “Muscle Memory” associated with a practiced action. There is no simulation of an event; this is simply performing the action. An exercise simulates an actual event to test the capacity of personnel and equipment.

CAN PARENTS OBSERVE OR PARTICIPATE IN THE DRILLS?

The school welcomes parents who wish to observe or participate in drills.

