

# Student Culture Book

2024-2025



Leah Riedel  
James Wolfe  
Andy Mott  
Rendell Frunk  
Lauren Holst  
Steven Christiansen

Principal  
Assistant Principal  
Athletic Director  
Activities Director  
Counselor  
Counselor

*Our Mission: To equip all students with the knowledge and skills necessary to be resourceful and successful*

*Our Vision: Through continuous improvement, our vision is to empower tomorrow's leader today.*

# Campus Directory

Estacada High School Campus Directory 355 NE 6<sup>th</sup> Avenue  
Estacada OR 97023  
503-630-8515 Ext. 2801

## Administration

District Superintendent	Ryan Carpenter
Principal	Leah Riedel
Assistant Principal	James Wolfe
Athletic Director	Andy Mott
Counselors	Lauren Holst Steven Christiansen
Principal's Secretary	Tami Yeager
Attendance/Registrar Secretary	Leann Rich
ASB Bookkeeper/Athletic Secretary	Jenny Durand
Head Custodian	Allen Fawcett-Keefer
Title II & IX	Jason Hobson
Title III EL Programming	Jennifer Behrman
Director of Student Services	Jason Hobson

## My Contacts

Contact Name  
Contact Number

Contact Name  
Contact Number

Contact Name  
Contact Number

Contact Name  
Contact Number

## Activities & Club Advisors

Activities Director	Rendell Frunk
Student Council	Steven Christiansen
Band	Rendell Frunk
Choir	Rendell Frunk
Drama/Thespian Society	Jordan Collins
Equestrian Team (OHSET)	Janeen Parries
FFA	Mackenzie Wille
Game Club	Chuck Johnson
Gay Straight Alliance (GSA)	Jordan Collins
Kindness Club	Daniel Young
MMA	Nathan Allen
National Honor Society	
Skills USA (VICA)	
Snow Riders Club	Mary Ann Bugni
Spanish Nat. Honor Society	Laura Pedraza-Gooing

It is the policy of the Estacada School District Board of Education and School District that there will be no discrimination or harassment on the grounds of race, color, sexual orientation, marital status, religion, national origin, age or disability in any educational programs, activities or employment. Persons having questions about equal opportunity and nondiscrimination should contact the Personnel Director at the Estacada School District, 503-630-851

## Welcome to Estacada High School

As a continuing or new student in our school, we'd like to welcome you to Estacada High School and wish you the very best school year yet!

Estacada High School offers a challenging schedule of classes in college prep, general studies and/or vocational programs of study. A combination of an excellent staff, community interest and support, good students and high parental expectations provides Estacada High School with an atmosphere of success.

Estacada High School is committed to the District's mission: *Our mission is to equip all students with the knowledge and skills necessary to be resourceful and successful.* To accomplish this mission, the high school's curriculum goal is to become a content standard school. All classes, regardless of content area, will plan activities to help increase student skills in the state content standards.

Estacada High School will be what you make it. Together, we hope to make it every bit a success!

### Ranger PRIDE

This will continue to be our system of developing and improving student culture at EHS and it will be embedded into everything we do: instruction, student life, activities.

Perseverance

Responsibility

Integrity

Dependability

Empathy

*Staff will be provided an opportunity to refer students for Ranger PRIDE recognition.*

## Preface

The material covered within this student culture book is intended as a method of communicating to students and parent(s)/guardian(s) regarding general district information, rules and procedures, and is not intended to either enlarge or diminish any school board policy, administrative regulation or collective bargaining agreement. Material contained herein may therefore be superseded by such school board policy, administrative regulation or collective bargaining agreement.

Any information contained in this student culture book is subject to unilateral revision or elimination from time to time without notice.

Estacada School District does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, sexual orientation, gender identity, or age in providing education or access to benefits of education services, activities and programs in accordance with Title VI, Title VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended; the Americans with

Disabilities Act; and the Americans with Disabilities Act Amendments Act of 2008.

Please go to Estacada School District website at <http://www.estacada.k12.or.us/> click on “About Us” > “District Policies” to find the following policies as they relate to the aforementioned information: AC, ACAR, ACA, ACA AR 1, ACA AR 2, JB, JBAR, JBAA, JBAA AR

The following have been designated to coordinate compliance with these legal requirements and may be contacted at the district office for additional information and/or compliance issues: Jason Hobson, Director of Student Services.

**Parents and students must acknowledge receipt of the Student Code of Conduct and the consequences to students who violate district disciplinary policies.**

**Parents objecting to the release of directory information on their student should notify the district office within 15 days of receipt of the student handbook.**

**Parents must also give their signed and dated written permission for the district to release personally identifiable information as stated on the first and second pages. The previous pages are to be signed and returned to the Estacada High School office immediately.**

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## History of the School

Estacada High School marks a proud and deep tradition with its beginnings in 1905 when 9<sup>th</sup> and 10<sup>th</sup> grade classes were first taught in the Estacada Grade School, a small 20 x 30 foot building on the west side of Main Street and across from the current site of Clackamas River Elementary School.

The first Estacada High School graduating class of 1910 consisted of one (1) graduate. High school-age students continued to be taught in the grade school, moving into a new grade school that was constructed in 1906 and added on to in 1908 with a duplicate structure, both on the site of the current Clackamas River Elementary.

In 1917, high school-aged students moved to a new, and the first, Estacada High School, which was built behind the 1906–1908 buildings. Estacada High School students continued to attend school at this site until the fall of 1936 when, at the end of the first semester, students moved into the newly constructed Estacada High School, the building known today as Estacada Middle School. During this time, graduating classes varied in size from 25 to 44 students.

In the fall of 1961, the current high school was opened and accommodated a senior class that had grown in number to 80. The entire 9–12 grade enrollment had reached 394. Since its construction and major remodel in 1981, Estacada High School has undergone many changes. Enrollment swelled to over 1,000 students in 1980; currently over 500 students, grades 9–12, attend the high school.

## WHERE TO FIND HELP

### Report to the Attendance Student Window

- ★ If you are going to be absent and need a pre-arranged excuse slip.
- ★ If you are tardy.
- ★ If you were absent.
- ★ If you are ill.
- ★ To report a change of address or phone number.

### Report to the Counselors

- ★ To check on graduation requirements.
- ★ To adjust class schedule.
- ★ If you have a counseling need or are concerned for the safety of yourself or someone else.

### Report to the College & Career Center

- ★ To inquire about awards and scholarships for college.
- ★ To apply for financial aid for college.
- ★ To find information on careers.

**Report to the School Office**

- ★ To make an appointment to see the principal.
- ★ To request a transcript.
- ★ If you need help finding help.

**Report to the Athletic Office**

- ★ If you want to participate in a sport.
- ★ To pay fees

**Check the website: [www.ehs.estacada.k12.or.us](http://www.ehs.estacada.k12.or.us)**

- ★ To check on school closings due to bad weather
- ★ To see updated information about our school and others in the district
- ★ To find teacher website links

# GENERAL INFORMATION

## Building Hours

The School Office is open between 7:30am and 4:00pm Monday-Thursday, and between 7:30am and 1:00 pm on Fridays. The Attendance Office may be contacted between 7:45am and 4:00pm at 503-630-8515 Ext. 2805.

## Change of Address or Phone Number

The school office should be notified immediately of any change of address and/or phone number. This is essential to keep school records and mailing lists accurate and to enable the school to contact parent(s)/guardian(s) in case of an emergency.

## Check-In Procedure

Students who arrive at school after 8:15am must check in at the student attendance window before reporting to class and receive a Late Entry Pass.

## Check-Out Procedure During The School Day

If a student must leave school prior to the end of the day due to illness, or appointment:

- A parent/guardian (listed in Powerschool) must call or come into the school office to sign the student out.
- An emergency contact\* (listed in Powerschool) must come into the school office to sign the student out.

\*Please be sure your emergency contact information in Powerschool is updated and accurate.

\*Emergency contact will need to present photo identification when picking up a student from school.

Please call the office ahead of time if possible and we will do our best to have your child waiting when you arrive. (Policies JEDB, JEF)

## Emergency School Closing Information

### Inclement Weather

At times, it becomes necessary to suspend regular school operations due to weather or other emergency conditions. The final decision for closing comes from the District Office. The district office will utilize a robo-call system to notify families of school closures. Additionally, radio/tv/text/email announcements are made about school closures, late openings, and snow routes. An announcement of "late opening" will also state "two hours" later than usual. When schools open late, the buses will always be on snow routes. Buses may be on snow routes when schools open on time. When snow routes are in effect, it means ALL buses, unless indicated otherwise, and students must meet their bus at the snow route stop even though the regular stop may be accessible.

### Virtual School Days

The superintendent may call for a virtual school day if school is closed due to inclement weather. Teachers will contact their students via school email and give them a rigorous lesson and assignment that aligns with class content. **Students** will then be required to complete the assignment and send it back to the teacher. Once the teacher receives the completed assignment from the student, the teacher will mark the student "present" in class for that day

## 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 his/her own supplies of pencils, paper, erasers, and notebooks, and may be required to pay certain other fees or deposits, including but not limited to:

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. Instrument rental and uniform maintenance
8. Student identification cards

9. Fees for damaged library books and school-owned equipment
10. Lock or locker rental fees/deposits
11. Field trips considered optional to the district’s regular school program
12. Admission fees for certain extracurricular activities
13. Participation fees or “pay to play” for involvement in activities.

Any required fee or deposit might be waived if the student and parent(s)/guardian(s) are unable to pay. Application for such a waiver may be made to the principal. The district will withhold the grade reports, diploma, and records of any student who owes a debt of \$50 or more for unpaid school fees, fines and charges.

## Required Registration Fees— \$65

### What the Registration Fee Covers

- ★ All course and lab fees
- ★ ASB card
- ★ Textbooks and supplemental materials
- ★ Class fees
- ★ Entrance to all athletic events
- ★ Discounted rates to activities and dances
- ★ All academic and athletic letters
- ★ All unpaid fees will be billed to the student’s account

Students may not be allowed to participate in school activities with accounts reflecting unpaid balances. If a student is eligible for the free or reduced lunch program they may also qualify for reduced ASB fees. Please contact the school office for more information.

### Optional Add-on Fees

- |                             |   |
|-----------------------------|---|
| ★ Yearbook                  | \$70 (billed through <a href="http://www.jostens.com">www.jostens.com</a> ) |
| ★ Sports                    | \$175 (see Athletic Participation for details on pricing – pg. 19)          |
| ★ Student parking pass      | \$20  |
| ★ Prom/Winter Formal prices | TBD   |

## Flag Salute

Students will be provided an opportunity to salute the United States flag at least weekly by reciting the Pledge of Allegiance. (Policy INDB)

## Medicine at School

Students may be permitted to take prescription or nonprescription medication at school or at school-sponsored activities on a temporary or regular basis, when necessary.

Medication must be left with the school office during school hours and dispensed by school personnel. Special arrangements may be made for students who need to carry their own medicine. Please contact the school office for details. **This policy includes both prescription and over the counter medication.** (Policy JHCD)

## Parental Involvement

Education succeeds best when there is a strong partnership between home and school. As a partnership thrives on communication, the district asks parent(s)/guardian(s) to:

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.
2. Utilize ParentVue in PowerSchool to access up to date grade, assignment completion, and attendance information.
3. Keep informed on district activities and issues. The school newsletter, website, parent council, and booster club meetings provide opportunities for learning more about the district.
4. Become a district volunteer or 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. (Policy JECAC/GBH)



## **Student Withdrawal Procedures**

Students who are transferring to another school or who are withdrawing temporarily or permanently from school must have their parent(s)/guardian(s) contact the school office.

Students will be given a withdrawal form that must be completed and left with the school office.

Students sixteen (16) years or older withdrawing from school, but not planning to transfer to another school, must secure a Compulsory Release form that will be issued only after a meeting with the student, parent(s)/guardian(s) and an administrator. Alternative education options will be presented at this time.

## **Transportation**

### **Change of Destination**

If your child needs to ride the bus to a scheduled stop other than his/her normal home stop, provide the school office with a note of authorization with your signature indicating where and with whom the student will be going. The school will then issue the student with a Change of Destination form. Bus drivers will only accept school issued forms. If the afternoon school bus becomes overloaded at the school, the students with notes will be asked to get off and go to the office to call home.

### **Route Information**

Bus route information is available at each school, the transportation office, and online at <http://www.estacada.k12.or.us>. Bus routes and stop times may be adjusted at any time. If your child fails to return home at his/her expected time, contact the school first. Please keep in mind there may be many reasons for a bus to be late on its route. A bus could be late if there is a substitute driver, if there are mechanical problems, traffic tie-ups, inclement weather, or poor road conditions.

## **Video Surveillance**

The Board authorizes the use of video cameras on district property to ensure the health, welfare and safety of all staff, students and visitors to district property, and to safeguard district facilities and equipment. Video cameras may be used in locations as deemed appropriate by the superintendent. Policy ECAC

## **Visitors -**

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. All volunteers must complete a volunteer form and background check in the main school office. 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. Students will not be permitted to bring non-attending students or students from other schools to visit them throughout the school day. Classrooms are not set up to handle the extra supervision. Visitors create a definite distraction to the on-going program of instruction. Other than parent(s)/guardian(s), unauthorized individuals are not allowed on campus between 7:30am and 3:45pm. (Policies KK and IICC)

# RIGHTS AND RESPONSIBILITIES

Estacada High School believes that parent, family, and community involvement is critical as we partner to achieve maximum educational growth for each and every child and prepare them for lifelong learning. The District respects families as important decision makers for their children's education.

It is the responsibility of each member to: Respect race, color, religion, gender, sexual orientation, gender identity, gender expression, national origin, marital status, age, veterans' status, or disability in any educational programs, activities or employment.

	RIGHTS	RESPONSIBILITIES
<b>Students</b>	<ol style="list-style-type: none"> <li>1. To be treated with respect and dignity</li> <li>2. Civil rights, including the rights to equal educational opportunity and the freedom from discrimination</li> <li>3. The right to attend free public schools</li> <li>4. The right to due process of law with respect to suspension, expulsion, and decisions which the student believes injure his/her rights</li> <li>5. The right to free inquiry and expression</li> <li>6. The right to privacy, which includes privacy in respect to the student's school records</li> <li>7. The right to know the behavior standards expected as well as the consequences of misbehavior</li> <li>8. To have information shared with me in a language I understand</li> </ol>	<ol style="list-style-type: none"> <li>1. Come in every day prepared to learn. Work hard to do your best in class and with school work</li> <li>2. Arrive to school on time - each day</li> <li>3. Bring items to school that support a positive learning environment and is intended for learning</li> <li>4. Know and follow guidelines for student behavior</li> <li>6. Learn and practice resolving conflict in positive ways</li> <li>7. Show respect for and cooperate with other students and adults</li> <li>8. Engage in and be a positive member of the learning community</li> <li>9. Treat others with respect and dignity</li> </ol>
<b>Parents and Families</b>	<ol style="list-style-type: none"> <li>1. Be heard and involved in the child's educational experience</li> <li>2. Receive regular official reports of the student's academic progress and attendance</li> <li>3. Make recommendations and give input to educational planning</li> <li>4. Request and be granted conferences with teachers and/or the principal</li> <li>5. Receive explanations from teachers concerning their reporting of student performance</li> <li>6. Receive information and prompt notification of inappropriate or disruptive behaviors by their children and any disciplinary action taken by administrators or other school staff</li> <li>7. Read all school records pertaining to their students within appropriate guidelines</li> <li>8. Obtain full information on any rights referred to but not explained in this handbook</li> </ol>	<ol style="list-style-type: none"> <li>1. Be safe on our campus and at school events</li> <li>2. Stay informed</li> <li>3. Have high expectations for their children as individuals</li> <li>4. Ensure their children attend and arrive to school on time - each day</li> <li>5. Find a place at home for school work and ensure that work is completed</li> <li>6. Help their children learn and resolve conflicts in positive ways</li> <li>7. Communicate and collaborate with teachers and other school staff to support their children's learning</li> <li>8. Review school rules and assist the child with adhering to guidelines for student behavior</li> </ol>

<b>Staff</b>	<ol style="list-style-type: none"> <li>1. A working environment that demonstrates respect for human values</li> <li>2. A working environment that fosters shared responsibilities of learning, leading, and growth</li> <li>3. To be treated as a professional</li> <li>4. To know the supports available for interventions: instructional, emotional, behavioral, family support, etc.</li> <li>5. Professional development</li> </ol>	<ol style="list-style-type: none"> <li>1. Respect, encourage and support students and families</li> <li>2. Believe that all students can achieve and take action to create access for learning</li> <li>3. Build relevant and meaningful relationships with students</li> <li>4. Define and communicate clear academic and behavioral expectations for students</li> <li>5. Provide a safe, positive, and inclusive learning environment</li> <li>6. Create an atmosphere of open communication for students seeking help</li> <li>7. Communicate and collaborate with families to support and challenge their children</li> <li>8. Work toward greater student achievement, equity, and quality programs</li> </ol>
<b>Community</b>	<ol style="list-style-type: none"> <li>1. Access to community engagement opportunities and School Board meetings</li> <li>2. Collaborate for healthy communities</li> <li>3. Be informed on District policies, issues, and success</li> </ol>	<ol style="list-style-type: none"> <li>1. Respect, encourage and support students, families, and educators</li> <li>2. Be an active, contributing partners with the schools</li> <li>3. Make Estacada a safe and exciting place for people to live and work</li> </ol>

## Academics and Reporting

### Standards Based Learning and Reporting

**Why:** The Estacada School District uses Standards Based Learning and Reporting (SBL&R) to effectively communicate student learning progress towards specific standards (ELS') at a certain point in time. We believe that all students can learn at high levels when provided with clear criteria, constructive feedback, and targeted support.

**What:** Standards Based Learning and Reporting is a framework and instructional approach that focuses solely on Essential Learning Standards (ELS) determined by each content Professional Learning Community (PLC). Our framework includes clear learning targets and proficiency criteria aligned to applied learning and summative assessments, requires ongoing oral and written feedback, and provides multiple opportunities for students to provide evidence of proficiency.

**How:** Our SBL&R framework will use a school-wide four-point scale that applies to all essential learning standards. PLC's create rubrics for each ELS and communicate learning targets and rubrics to students prior to instruction. Teachers deliver high-quality instruction, intentional applied learning tasks paired with constructive feedback and supports. Students engage in learning opportunities, work collaboratively with teachers on their path to proficiency. Students maintain a collection of evidence. Teachers continue to provide feedback, opportunities for demonstration of proficiency, and necessary support.

**Proficiency Indicators** are the tools used to report whether or not students have met the ELS expectation.

<b>* Rubrics will be provided.</b>	
<b>4</b>	The student demonstrates <b>a deep understanding and application</b> of the standard
<b>3</b>	The student demonstrates <b>satisfactory understanding and application</b> of the standard
<b>2</b>	The student demonstrates <b>a developing understanding and application</b> of the standard
<b>1</b>	The student demonstrates <b>limited or no understanding</b> of the standard.
<b>M</b>	No Evidence provided

### Applied Learning - Summative Assessments - Grading Guidelines

#### Applied Learning (Practice/Homework)

Applied Learning (assessments **FOR** learning) is critical for student success. Completion of applied learning/practice is expected in order for students to gain mastery of the Essential Learning Standards. Homework will vary by teacher and is essential in mastering ELSs.

All applied Learning/practice are pieces of evidence that can help determine a students' final proficiency of an ELS. Applied learning/practice is measured and feedback will be provided by the teacher. Some applied learning will be published into PowerSchool and students can include pieces in their evidence portfolio.

#### Summative Assessments

Summative Assessments (assessments **OF** learning) are attached to each Learning Target. These assessments can take the form of quizzes, tests, oral reports, written reports, essays, projects, discussions, and other proficiency-based assessments. They are assessments that identify the level of proficiency and mastery a student has achieved in a given ELS.

#### Reassessment Guidelines

We want students to do their best all the time. However, we acknowledge that students learn at individual paces. In these

situations, students will be provided additional attempts of their assessments after receiving feedback and guidance. Not every teacher will offer exact replacement-proficiency reassessments, but every student will be provided multiple opportunities to demonstrate their learning and proficiency no matter the teacher or class.

Reassessment is not a given; students will be expected to earn the right to reassess on a standard, ensuring to both their teacher and themselves that they anticipate doing better on the next attempt. It is possible that subsequent attempts at learning may not take the same shape/form/length as the original assessment. Students will likely be asked to provide evidence of the progression of learning, and/or visit with the teacher or during our weekly Friday intervention time.

### **How Grades are Determined and Reported**

At the end of the semester, teachers will look at the body of evidence to determine proficiency. This includes PowerSchool gradebook (Applied Learning/Practice, Summative Assessments) and student evidence portfolios. They will utilize professional judgment to adjust any ELS reporting and provide an overall letter grade. Students will receive an “Academic” grade (A-C, F) for each course taken. The “Academic” grade will reflect a student’s performance in demonstrating a level of mastery/proficiency on each course’s learning targets. The grading scale will be determined for each course by each department. A student **MUST** show an acceptable proficiency level in **EVERY Essential Learning Standard** for a course in order to receive a passing final grade.

### **Gradebook/PowerSchool**

The gradebook will communicate proficiency in **BOTH** Applied Learning/Practice opportunities and Summative Assessments. These rubric scores (1-4) will be attached to Essential Learning Standards. A single assessment may include several targets from multiple Essential Learning Standards with each of those targets being given a unique score.

Please note: There is not a composite score for the assessment/assignment. Scores are only provided for each ELS

*Example of Multiple Essential Learning Standards tied to an assessment (essay)*

Essay: “The Things They Carried”

		<u>Score 1-4</u>
Essential Learning Standard:	Conventions	4
	Analyze characters	3
	Analyze an author’s point of view	3

### **Awards and Honors**

#### **Honor Roll**

Students earning a 3.5 G.P.A. or higher on semester report cards are eligible to receive honor roll recognition.

#### **Scholarships**

Numerous local and state scholarship opportunities are available to students. In addition to information provided through announcements during the school year, student/parent(s)/guardian(s) scholarship and financial aid information nights are held during the year. For any further information please contact a counselor.

#### **Student of the Year**

EHS Departments designate and recognize a student of the year at the end of year Recognition Assembly.

### **Student Aides/Tutors/Ambassadors - Juniors and Seniors Only**

#### **Math Aide and Student Tutors**

Students earn a letter grade worth 0.5 credit

#### **Teacher Assistants (T.A.) and Athletic Ambassadors**

Students earn Pass/Fail grade worth 0.25 credit; maximum credits possible 1.0 over 2 years. These courses **do not** count as a class for athletic eligibility.

## Graduation Diploma Requirements

	Honors Diploma	Standard Diploma	Modified	Extended	GED
Min. Credits Needed <sup>1</sup>	26	24	24	TEAM Determined	
Career Related Requirements <sup>2</sup>	X	X	X		
Reading SBAC	PASS	PASS			
Math SBAC	PASS	PASS			
Science OAKS	PASS	TAKE			
Portfolio (may include Oregon CIS)	X	X	X	X	
6 credits Honors/ AP/ACC Courses	X				
3.5 or higher GPA	X				
Essential Skills	X	X			

Only students earning an “Honors” diploma are eligible for Valedictorian, Salutatorian, and Honors Graduates

1 The State of Oregon requires 24 credits for a diploma These requirements will be met through a student’s opportunities over their four years at EHS

2 All Oregon Essential Skills must be met at proficiency or mastery level

**Veterans Diploma** - Honorably discharged veterans can speak with the EHS office for information about earning a Veterans Diploma.

## Honors Graduates

Students that earn an Honors Diploma and have a cumulative GPA of at least 3.5 will be awarded the Honors Graduate recognition and medal at graduation.

## Graduation Requirements

Academic Expectations	Standard Diploma	Modified Diploma
Language Arts	4	3
Math	3 (Algebra I & above)	2
Social Studies	3	2
Science	3 (Scientific Inquiry & Lab Experiences)	2
Health	1	1
PE	1	1
Career & Technical Education, The Arts, and/or Second Language, Personal Education Plan (0.5)	3	1
Electives	6	12
<b>Total Credits</b>	<b>24</b>	<b>24 Credits</b>

# STUDENT LIFE

## Athletics

1. Prior to joining a team an athlete must be registered online through Family ID. Registration includes important information, insurance information and a current physical (every 2 years). **NO ATHLETE WILL BE PERMITTED TO PARTICIPATE IN ANY PRACTICE OR CONTEST UNTIL HE/SHE/THEY IS/ARE REGISTERED AND CLEARED.** To receive an athletic clearance, the athlete must meet the following requirements:
  - a. Physical examinations are required for all students every two years.
  - b. Current enrollment in a minimum of five classes, and passing a minimum of 5 classes the preceding term.
  - c. Fees paid (student body card, participation fee, and all outstanding school fees.)
2. No student may participate in more than one school sponsored athletic activity during any one-activity season except with a mutual agreement between both head coaches, the athletic director.
3. A student who is excluded from an activity for specific disciplinary reasons will not be allowed to become a participant of any other activity during the specified duration of the suspension.
4. A student who has quit a sport after his/her first two weeks of practice may not use school facilities or equipment (outside of regular classes) until that sport season is completed.
5. A student who chooses to quit a sport under their own volition, after his/her first competition, will not be refunded any portion of their fees.
6. In order to participate in practice, contest, or activity, **THE STUDENT MUST BE IN SCHOOL ATTENDANCE** the full day of such practice or contest. For contests on a weekend or non-school day, the student must be in attendance the last school day prior to the contest. Participation by athletes that have an absence that occurs on the day preceding a vacation of two or more days (Thanksgiving, Christmas, spring break, etc.) will be determined by the coach.
  - a. Potential exceptions may be pre-arranged medical or dental appointments (with written verification from the doctor upon return), pre-arranged school activities, or other emergency circumstances approved by the principal or designee.
  - b. **“Skip days” or skipped classes are not condoned by the school district; as such, “skip days” or skipped classes are unexcused absences. Athletes that have unexcused absences (or skips) may not participate in practice or contests for their sports or activity on that day.**
7. No athlete will be allowed to participate in a sport until all previously issued athletic equipment has been returned or proper restitution is made.
8. An athlete may drop from one sport to go to another, only by mutual agreement by both coaches involved. The athletic director will resolve any conflicts.

### **Athletic Activity Fee—\$175 per sport (up to two sports), third sport free – Family cap \$825**

If the student is eligible for the free or reduced lunch program this fee can be adjusted with a signed “shared information form.” If the student qualifies for free lunch, the sports fee will be \$75.00. If the student qualifies for reduced lunch, the sports fee will be \$125.00.

1. The athletic fee is non-refundable except in cases of school transfers, accidents that prevent participation, cut by coach, or extended medical illness. The refund will be prorated on the number of contests scheduled.
2. **Note: Students who, by their own volition, remove themselves from the team will not receive a refund. Additionally, students who are removed, temporarily or permanently, from a team for disciplinary reasons will not receive a refund.**

### **Eligibility for Athletics and OSAA Recognized Activities—All sports (including cheer/dance, and equestrian) band, and choir**

At Estacada High School we value providing students with a comprehensive high school experience which can include athletics and activities. However, academics must be a priority. Therefore, we hold our student-athletes to the Estacada High School academic standards in addition to those set forth by the OSAA. In order to meet academic eligibility standards for participation in OSAA programs, a student must meet the following:

1. Must be on track to graduate according to the OSAA guidelines by the 1<sup>st</sup> day of the OSAA season in August. (If not met, athlete is INELIGIBLE for the entire school year) (OSAA)
2. Must be enrolled in *five .5 credit classes* per term
3. Must be in regular academic attendance (attend all enrolled classes every day, unless prearranged).
4. Must have a score of 3 or higher in at least 80% of standards among all enrolled classes at scheduled grade checks (which

occur weekly). Traits of a Successful Learner (TSL) standards do not count towards the calculation. (If not passing, INELIGIBLE until next grade check).

5. Pass *five+* subjects the previous grading period (quarter, semester). (OSAA) Summer school or alternate grades will be credited when the next transcript is issued.

### Athletic Participation Contract

The Athletic Participation Contract will apply to all athletic participants, rally squads, dance team performers, and student managers. The participant accepts the responsibilities listed below at the activity, and will remain in effect until he/she has turned in all school equipment at the completion of that sport. If equipment is lost, the individual participant is financially responsible for reimbursing the appropriate department with the replacement cost of the equipment. The acceptance of these responsibilities demands a full-time commitment, not only to these rules, but also to the specific activity requirements set forth by the instructor or coach.

### Behavior

Participants are expected to model exemplary behavior. Students committing a severe disciplinary infraction or establishing a pattern of non-compliance (as defined by the student code of conduct or the athletic handbook) will have the incident(s) reviewed by the administration. The administrative review may result in discipline up to and including being declared ineligible to participate in District activities for a length of time to be determined by the administration. (Policy IGDJA-AR)

### Athletics/Activities Severe Discipline

1 <sup>st</sup> Offense	Commission of a criminal act. The possession, use, consumption, or sale of illegal substances, including but not limited to, tobacco, alcohol, non-pharmaceutical or prescribed drugs during the season or duration of the extra-curricular activity. The possession and/or use of weapons.	Minimum 2 week suspension and up to the rest of the school year. 1. First week of the 2-week suspension will involve complete suspension from all activity participation. 2. The second week of the 2-week suspension will involve practice only, but no participation in scheduled competition events.
2 <sup>nd</sup> Offense		A second violation of any area or further misconduct will result in suspension from any further activity participation (practice and competition for a period of two months OR THE REMAINDER OF THE SCHOOL YEAR), depending on the severity of the violation.
3 <sup>rd</sup> Offense		A third offense will result in suspension from all extra-curricular participation for the remainder of the school year.
1st Offense	Assaults, fights, abusive or disruptive conduct.	Suspension according to school policy. Participant will be ineligible to participate in practices and/or contests during suspension or the next event if there were no contests during the current suspension time frame.
2nd Offense or more		Possible removal from team or activity.

### Attendance-

#### Absence and Excuses

The Attendance Office handles all student absences; it is located at the student attendance window. Parents **are asked to contact the Attendance Office by note or by phone when their student is absent.** When a student arrives late to school he/she must check in at the Attendance Office before reporting to class.

By the day the student returns to school, the office must receive a phone call or signed note by the parent(s)/guardian(s) that describes the reason for the absence. This communication must take place by 3pm the day the student returns back to school. Absence from school or class will be excused under the following circumstances as allowed by Oregon State Law:



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. Mental health day as defined by Oregon law
7. Other reasons deemed appropriate by the school administrator when satisfactory arrangements have been made in advance of the absence.

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, religious, or ethnic considerations.

A student who must leave school during the day must follow checkout procedures, including parent/guardian contact. If a student is going to be absent more than three (3) days, assignments may be obtained by calling the Attendance Office. A student who becomes ill during the school day should, with the teacher's permission, report to the office. The office staff or school nurse will decide whether or not the student should be sent home and will notify the student's parent(s)/guardian(s), as appropriate.

### **Student Absences**

All student absences will be marked as "excused" or "unexcused." The school office will attempt to contact the parent(s)/guardian(s) or guardian of the student to inform them of all absences through the automated calling system, letters home, or personal phone calls. If the parent(s)/guardian(s) indicates that the absence includes circumstances as allowed by Oregon State Law, then the absence will be changed to "excused."

For each unexcused absence, students will be assigned one day of after-school detention. Non-attendance will lead to additional detentions, interventions, potential in-school suspension, and attendance counseling may also be required.

Whenever a class is missed, **it is the student's responsibility to see their teachers concerning make-up assignments.** It is required that this be done the day the student returns to class. Students will be allowed a minimum of the same number of days that they are absent to complete their make-up work. Students will work with teachers to arrange for make-up assessment opportunities.

### **Tardies**

Students are expected to be in class on time. On-time is defined as in the appropriate classroom before the bell rings. If a student is tardy they will be required to go to the Attendance Office for a tardy slip. School administration will be monitoring tardy data and responding to excessive tardiness. Students that are excessively tardy could be required to attend increased consequences, up to and including mandatory lunch detentions, after-school detentions, In-school suspension, etc.

- 4 Tardies (total cumulative) = 1 after-school detention (3:50-4:30)  
(No show = 1 additional detention)  
(No show again = increased consequences, up to and including 1 day ISS, Parent Phone Call)
- Additional Tardies = Support plan developed

### **Truancy**

A student who is absent from school or from any class without permission will be considered truant and will be subject to disciplinary action including detention, ineligibility to participate in athletics or other activities, suspension, and/or truancy court. (Policy JEDA)

Estacada High School does not recognize any type of skip day and parents/guardians shall be advised that such an absence will be considered an unexcused absence.

### **Bus Conduct**

State regulations (OAR 581-53-010: ORS: Chapter 820; 332.405, OAR: 581-21-010)

- Pupils being transported are under authority of the bus driver.
- Fighting, wrestling, or boisterous activity is prohibited on the bus.
- Pupils shall use the emergency door only in case of emergency.
- Pupils shall be on time for the bus both morning and evening.
- Animals, except approved assistance guide animals, are prohibited on the bus.

- The following items are prohibited on the bus: glass containers, aerosol cans, skateboards, hoverboards, fishing poles, snowboards, hockey sticks, weapons or look-alike weapons, golf clubs, helium balloons, skis, shovels, or laser pens. Roller blades and shoes with wheels must be transported in a duffle bag or backpack.
  - Any item used in an unsafe manner may be confiscated and the student must bring a parent to the office to retrieve it.
- Pupils shall remain seated while the bus is in motion.
- Pupils may be assigned seats by the bus driver.
- When necessary to cross the road, pupils shall cross in front of the bus or as instructed by the bus driver.
- Pupils shall not extend their hands, arms, or head through bus windows.
- Pupils shall have written permission to leave the bus other than at home or school.
- Pupils shall converse in normal tones; loud or vulgar language is prohibited.
- Pupils shall not open or close windows without permission of the driver.
- Pupils shall keep the bus clean and must refrain from damaging it.
- Pupils shall be courteous to the driver, to fellow pupils, and passersby.
- Pupils who refuse to obey promptly the directions of the driver or refuse to obey regulations may forfeit their privilege to ride on the bus.

**Bus Disciplinary Procedures:** The following procedures shall be followed when a discipline concern arises on a vehicle serving a regular route or an extracurricular activity:

1. **First Citation - Warning:** The driver verbally restates behavior expectations and issues a warning citation.
2. **Second Citation:** The student is suspended from the bus until a conference, arranged by the transportation supervisor, has been held with the student, the parent(s)/guardian(s), the bus driver, the transportation supervisor, and an administrator.
3. **Third Citation of the Year:** The student receives a 5-10 day suspension and will not be able to ride the bus until a conference, arranged by the transportation supervisor, has been held with the student, parent(s)/guardian(s), the bus driver, the transportation supervisor, and an administrator. At this time, a behavior contract will be made with the student and a new seat may be assigned. Further violations of bus regulations will be considered a severe violation.
4. **Severe Violation:** Any severe violation will result in the immediate suspension of the student for a minimum of 10 days and up to a 1-year suspension. There will be a hearing at this time, arranged by the transportation supervisor, involving the student, parent(s)/guardian(s), the bus driver, the transportation supervisor, and an administrator.

## Closed/Open Campus Policy

Estacada School District Campuses are closed from the time of arrival until classes are dismissed at the end of the school day. No student is to leave campus at any time, for any reason, with the following exceptions:

1. A specific need verified by parent(s)/guardian(s) and approved by the administrator or designee
2. Students who have a parent and school-approved work/academic release privilege
3. All students grades 9-12 are to remain on the school grounds during their scheduled school day except during the lunch period, unless excused by the school office. Students need to be in “good standing” in accordance with the Estacada High School Handbook to have permission to walk off campus. (Policy JEFA)

*Students who leave school grounds without authorized permission are considered truant. (Policy JEFA)*

The following will not be allowed in the parking lot at any time:

- Leaving campus by car
- Littering of trash, lunch trays, or any other items
- Behavior violations in accordance with EHS Student Conduct policies

The school administration will address violations of these rules which could result in consequences in accordance with EHS Student Conduct policies including but not limited to revoking student school parking privileges.

## Computer Use

Students may be permitted to use the district’s electronic communications system only to conduct business related to the management or instructional needs of the district or to conduct research related to education consistent with the district’s mission or goals. For

personal use, in addition to official district business consistent with school board policy, the general use prohibitions/guideline/etiquette and other applicable provisions are set forth in administrative regulations.

## **Electronic Communication System**

In order to utilize the District's network, students and parent(s)/guardian(s) must sign the District's Student Agreement for an Electronic Communications System Account form (Policy IIBGA). Copies may be obtained in the school office or you may visit the District's website at [www.esd108.org](http://www.esd108.org) to read the entire policy (IIBGA-AR).

In general, all school and District technology is to be used for academic and school needs only. Downloading and/or playing of music, videos, games, etc. and the surfing of the Internet is to be done for academic purposes only. Failure to follow the acceptable use policy may result in loss of privileges to the District's network, detention, suspension, and/or expulsion. 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. 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 systems.

## **Counseling**

Students are encouraged to talk with a district counselor, teachers, and building administrators in order to learn about the curriculum, course offerings, and graduation requirements. All students and their parent(s)/guardian(s) shall be notified annually about the recommended courses for students. Students who are interested in pursuing advanced education should work closely with their counselor so that they may take the courses that will best prepare them for further work. The counselor can also provide information about entrance examinations required by many colleges and universities, as well as information about financial aid and housing. (Policies IJ, IJA, JHH) (See Course Catalog)

## **Personal Counseling**

A counselor is available to assist students with a wide range of personal concerns, including such areas as social, family, emotional, academic, drug, and alcohol or tobacco dependency. The counselor may also make available information about community resources to address personal concerns.

## **Dances/Social Events**

The rules of good conduct shall be observed for school dances and social events. Guests 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. (Policy IGD) **All bags, purses, and personal belongings will be searched upon admittance to the dance.**

Dances are held in the Commons. Students are not allowed to return to the dance once they have left. Students with dates from other schools, or out of school, must have dance passes for their guests in advance (located in the School Office). **No student below high school age or over 20 years of age will be admitted to any dance. All dance passes for guests must be completed and turned in to the School Office three (3) days prior to the dance.**

**For all Formal school-sponsored dances, students must have an 80+% attendance rate and no suspensions within the last two months.** Students who have unpaid fees of any kind will NOT be allowed to purchase pre-paid tickets or at-the-door tickets for any formal dances. A student who does not meet these expectations may fill out a petition to attend if they have extenuating circumstances. The principal or designee will make the final determination on all petitions. This requirement will apply to the following dances:

- Homecoming
- Sadie Hawkins
- Winter Formal
- Junior/Senior Prom

## **Hall/Bathroom Passes**

Students are not allowed in the hall without a teacher provided hall pass. Students released late from a class should obtain a pass from the teacher. Teachers will only allow one student at a time to leave the classroom.

**No students will be released from class during the first and last ten (10) minutes of a class period.**

## No-Go List

Students are placed on the list by staff when they are frequently seen out of the classroom, often talking to others in the hallways during class time, wandering the halls without staff supervision, continuously asking to leave the classroom for varying reasons, being gone for extended periods of time when asking to leave the classroom, skipping, excessive absences, behavior, etc. Teachers may refer students to school administration for intervention support and consideration. When a student is added to the No-Go List, parents are contacted and a plan for success is collaboratively developed between the administrator .

## Off-Limits Areas

- ★ Loitering in the bathrooms.
- ★ Loitering on private property around the school is prohibited.
- ★ Inside cars in the parking lot while school hours are in session.
- ★ The Central office and other school campuses are off limits.
- ★ The wooded area, trails, and cemetery behind the tennis courts, wrestling room and track are off-limits.
- ★ The commons is available for student use before school, lunch and after school until 3:45 p.m. unless approved by an administrator.
- ★ Both gyms, wrestling rooms, and locker rooms are off limits at all times unless an adult supervisor is present.
- ★ Baseball/softball fields and dugouts and track area during school hours.
- ★ Hallways between gyms, upper balcony areas, locker rooms, and team locker rooms are off limits without adult supervision.

## Cell Phones and Personal Communication Devices/Electronics

- **Cell Phones and Earbuds OFF and AWAY: Cell phones and Air Pods are off and away** from 8:15 a.m. to 3:45 p.m. **during academic time. Academic time is considered bell-to-bell each class period. This policy will be upheld schoolwide.** We will not dispute cell phone use during passing time or lunch time unless it disrupts the school's learning environment or violates any school rule or District policy.

**Cell Phones are not allowed to be in use in PE Locker Rooms or Bathrooms.**

**If phones/electronics are out and being used during academic time:**

- When entering the classroom, students are expected to put their phones or AirPods in the pocket chart located in every classroom. (They also *have the option of leaving phones in their lockers, backpacks, etc. and Air Pods are discouraged at school*).
- Students may not take their phone when they leave class to use the restroom.
- If a student's phone is in use and/or visible during class, staff will ask the student to put away the device. Consequences will increase if cell phone/airpod use becomes a pattern of behavior. See below for the progression of action if students do not comply with these expectations.
  - First incident: Staff will issue a reminder to put away the device and emphasize reteaching about the policy.
  - Second incident: Student will place the device in the designated classroom space, and they can pick it up from the teacher at the end of the class period.
  - Repeated Incidents: Item(s) will be turned into the office, and the student can pick it up at the end of the day.
    - Students can expect a conversation with an administrator regarding electronic policy.
    - Students may be placed on a check-in/check-out program or other intervention with their electronics.
    - Parents will be notified.

Health accommodations will be made to allow electronic access to students in need, per the requirements of their own 504 or IEP.

*Estacada High School/School District is not responsible for loss, theft, or damage to personal electronic devices brought to district property or school-sponsored events. Board Policy JFCEB-AR*

## **Student Messages**

Sometimes a parent/guardian must contact their student during the day. If it is absolutely necessary to reach the student, **contact the school office at 503-630-8515 Ext. 2801**. As calling a student to the office interrupts the entire class, this should be done in absolute emergency situations only. **Please do not contact your child on their personal device while they are in class. Students are not to use their cell phones during class time.**

## **Vehicles on Campus**

Vehicles parked on district property are under the jurisdiction of the district. The district requires that, before parking privileges are granted, the student must show that he/she has paid for a parking pass, holds 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 or that the student or vehicle owner has provided the Motor Vehicles Division with other satisfactory proof of compliance with the financial responsibility requirements of the state.

Parking on district property is a privilege and not a right. District officials may conduct searches of vehicles upon reasonable suspicion of a policy, rule, and/or procedure violation. Students present at or near a student driven vehicle at an inappropriate time may result in a search of the vehicle. Early release students are to leave the parking areas safely but immediately.

Parking privileges, including driving on district property, may be revoked by the building principal or designee for violations of school board policies, administrative regulations, or school rules.

Bicycles ridden to school by students must be parked in the designated area on school grounds and should be locked. Students under the age of 16 must wear a helmet as required by law. The district assumes no liability for loss or damage to vehicles or bicycles. (Policies JHFC, JHFD, JHFDA, JFG)

## **Parking**

Student parking is limited to the main lot in front of the music wing. Cars are to be parked properly within each parking space. Seniors may park in the upper lot east of the gym with school approval. Visitor parking is designated for visitors and not students or staff. Any vehicle parking on school property without a proper identification tag or not in identified spaces may be cited.

Violations of these regulations may result in a short or long-term loss of student parking privileges or other disciplinary measures.

# STUDENT DISCIPLINE & CODE OF CONDUCT POLICIES

## Conduct

Students are responsible for conducting themselves properly in accordance with the policies of the district 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. (see policy JFC)

<b>Student Conduct Offenses</b>	1st	2nd	3rd	4th	5th Law Enforcement /SRO may be contacted
<p><b>Academic Integrity/Lying/Cheating/Forgery</b> - Student intentionally delivers a serious or hurtful message that is untrue and/or deliberately violates rules. Forging signatures, cheating, plagiarizing, and/or any other misrepresentation of the truth.</p> <ul style="list-style-type: none"> <li>● Student copies or submits the work of another student</li> <li>● Plagiarism</li> <li>● Student avoids telling the truth out of fear of getting himself/others “in trouble”</li> <li>● Student utilizes Artificial Intelligence to generate assignments (Chat GPT, etc)</li> </ul>	X	X			
<p><b>Assault/Battery (1-3 days In or Out-of-School Suspension)</b> - Intentionally or knowingly causing physical injury to another</p>			X	X	X
<p><b>Attendance</b> - Unexcused absences, skipping, tardies, etc.</p> <ul style="list-style-type: none"> <li>● 4 Tardies = 1 after-school detention (3:50-4:30) (No show = 1 additional detention)</li> <li>(No show again = increased consequences, up to and including 1 day ISS, Parent Phone Call)</li> <li>● Additional Tardies = Support plan developed</li> </ul>	X	X			
<p><b>Automobile Misuse</b> - Not following rules and regulations concerning vehicles on school premises/event</p>		X	X	X	X
<p><b>Bus Misconduct</b> - Refer to above “Bus Conduct” section in EHS Student Culture Book</p> <ul style="list-style-type: none"> <li>● State regulations (OAR 581-53-010: ORS: Chapter 820; 332.405, OAR: 581-21-010)</li> </ul>	X	X	X	X	X
<p><b>Disrespect/Defiance/Non-Compliance</b> - Behavior that interferes with the learning environment. Student fails to follow adult requests, sustained or ongoing refusal to follow directions, constantly arguing/talking back, and/or socially rude interactions. Student engages in brief or low-intensity failure to respond to adult requests. Disrupts for a brief period of time.</p> <ul style="list-style-type: none"> <li>● Following directive slowly, or not responding to directive</li> <li>● Repeatedly being reminded about same minor offenses</li> <li>● Purposely keeping/taking others off-task for attention</li> <li>● Arguing when asked to do something</li> <li>● Skipping detention</li> <li>● Walking away while being spoken to</li> </ul>	X	X	X		

<p><b>Disruptive or Unsafe Behavior</b> - Student intentionally causes disruptions, unsafe, or abusive conduct interfering with student learning and/or classroom instruction and/or may result in injuries to self or others. Disruption may include sustained loud talk, yelling; loud noise with materials; horseplay or roughhousing; and/or sustained out-of-seat behavior.</p> <ul style="list-style-type: none"> <li>• Constant requests to leave room</li> <li>• Grand entrances/exits in classrooms</li> <li>• Talking/engaging in side conversations</li> <li>• Moving about the classroom at inappropriate times</li> <li>• Overt disrespect</li> <li>• Pattern of disruption or deliberate disruption of learning environment (other students' learning inhibited)</li> <li>• Climbing, jumping, running in inappropriate locations</li> <li>• Throwing items inappropriately</li> <li>• Using recreational items such as heelys/skateboards/scooters/bikes/playground equipment, etc. in an inappropriate manner or location</li> <li>• Intentionally creating a slipping or tripping hazard by leaving or placing liquids or other items on the floor</li> </ul>	X	X	X	X	
<p><b>Dress Code Violation</b> Any item which may cause a disruption to learning, create a hostile environment, or is a distraction to self or others. Student wears clothing that is offensive/derogatory towards others and/or causes a disruption in the learning environment.</p> <ul style="list-style-type: none"> <li>• Any item with offensive language, alcohol, tobacco, drug references/paraphernalia, nudity, gang symbols, that is discriminatory in nature, or that is in violation of Oregon's Every Student Belongs Rule prohibiting hate symbols, specifically the swastika, the confederate flag, and the noose.</li> </ul>	X	X			
<p><b>Drugs, Alcohol, Marijuana Vape, Paraphernalia</b> - Under the influence, use, possession and/or intent to possess, distribution or sharing, selling in any form by students will not be allowed on school property, in School District vehicles, or at school events or activities and violates Oregon Law and District policy. (Estacada School District policies JFCG, JFCH, JFCI)</p> <p>1st Offense</p> <ul style="list-style-type: none"> <li>• 5 Days Out-of-School Suspension</li> <li>• Referral to Law Enforcement</li> <li>• Referral to Drug/Tobacco counseling services</li> <li>• May include Expulsion</li> <li>• Safety Plan</li> </ul> <p>2nd Offense</p> <ul style="list-style-type: none"> <li>• 5+ Days Out-of-School Suspension</li> <li>• Expulsion Hearing</li> </ul>			X	X	X
<p><b>Gang activity</b> - behavior promoting or imitating gang involvement or activity through attire, language, or nonverbal gestures</p>			X	X	X
<p><b>Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence</b> Student delivers intentionally disrespectful messages (verbal or gestural) to another person including threats, intimidation, obscene gestures, pictures, written notes <b>or</b> uses physical force to intimidate or obtain something. Actions based negatively on race, religion, gender, age, national origin, ethnic origin, or any disabilities/personal matters.</p>		X	X	X	X

<ul style="list-style-type: none"> <li>Grabbing, touching, sexual hands-on</li> <li>Making comments resulting in another person feeling uncomfortable or unsafe</li> <li>Cyberbullying</li> <li>Pantsing</li> <li>Using objects to touch others (pencil, ball, etc.)</li> <li>Other</li> </ul>					
<b>“Off limits” violations (Closed Campus/Campus Mobility)</b>	X	X			
<b>Fighting, Inappropriate Physical Contact/Aggression/Violence, and/or Threats (1 - 3 Days Suspension)</b> - Actions involving intentional/serious physical contact where injury may/could occur and/or conduct resulting in physical harm to one’s self, to others, or to property, such as fighting in a school building, on the school grounds or nearby vicinity <ul style="list-style-type: none"> <li>Playful tripping or pushing</li> <li>Hitting, punching, hitting with an object, kicking, hair pulling, scratching</li> <li>Fist fighting, slapping, choking, shoving, biting</li> <li>Anything involving biohazards like saliva, blood, and mucus</li> </ul>	X	X	X	X	X
<b>Inappropriate/Abusive/Profane or obscene language/ lewd conduct</b> Student engages in an instance of inappropriate language and/or student delivers malicious verbal/non verbal messages which include swearing, name-calling, threats, or use of words directed at another person in an intentional malicious manner, that is discriminatory in nature, or that is in violation of Oregon’s Every Student Belongs Rule prohibiting hate symbols, specifically the swastika, the confederate flag, and the noose.. <ul style="list-style-type: none"> <li>Cussing/Crude Language</li> <li>Inappropriate gestures</li> <li>Offensive/racial language</li> <li>Use of racial, sexual, religious, derogatory, and/or discriminatory remarks/symbols that infringe on the rights and safety of others</li> <li>Threats or unwanted/inappropriate comments</li> </ul>	X	X	X	X	
<b>Technology Violation</b> Student engages in inappropriate use of cell phones/personal communication devices/electronics. <ul style="list-style-type: none"> <li>Electronic device in use at inappropriate time</li> <li>Use of technology for non-academic purpose during class</li> <li>Use of electronic device(s) to access non-academic content</li> <li>Violating the District’s Electronic Policy (JFCEB-AR)</li> </ul>	X	X	X	X	X
<b>Threats</b> - verbal or physical threat or intimidation toward a student, staff or third party on school property	X	X	X	X	X
<b>Theft</b> -The act of stealing personal or public property		X	X	X	X
<b>Tobacco/Vape (non-marijuana)</b> - Use, possession and/or intent to possess, distributing or sharing, selling of tobacco/vape or its imitation in any form by students violates Oregon Law and District policy. Tobacco products, <u>including e-cigarettes</u> , will not be allowed on school property, in School District vehicles, or at school events or activities. (Estacada School District policies JFCG, JFCH, JFCI) <p>1st Offense</p> <ul style="list-style-type: none"> <li>1 Day Out-school Suspension</li> <li>Referral to Tobacco/Drug counseling services</li> </ul>			X	X	X



<ul style="list-style-type: none"> <li>• Safety Plan</li> </ul> 2nd Offense <ul style="list-style-type: none"> <li>• 2 Days Out-School Suspension</li> <li>• Continued referral to Tobacco/Drug counseling services</li> <li>• Review/Revise Safety Plan</li> </ul> 3rd Offense <ul style="list-style-type: none"> <li>• Expulsion</li> </ul>					
<b>Property Misuse/Vandalism</b> - Student misuses, damages , or vandalizes property. Student plans or participates in an activity that results in the destruction of property or purposefully impairs the usefulness of property. <ul style="list-style-type: none"> <li>• Cleanable-by-student vandalism</li> <li>• Throwing, destroying or unsafe use of your own or other people’s property</li> <li>• Defacing or damaging property</li> <li>• Intentionally breaking objects or purposefully marking school-owned materials, books, etc.</li> <li>• Deliberately harms personally-owned/school-owned items</li> </ul>		X	X	X	X
<b>Weapon</b>				X	X

## Levels of Intervention and Disciplinary Response

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

Level 1	Level 2	Level 3	Level 4	Level 5
<b>Classroom Support and School Based Interventions including Restorative Conference</b>	<b>Administrative Staff Intervention including Restorative Conference</b>	<b>Suspensions and Referrals including Restorative Conference</b>	<b>Extended Suspensions and/or Expulsion including Restorative Conference</b>	<b>Law Enforcement Officer or Public Safety Officer may be contacted</b>
Aim is to teach correct or alternative behavior. May or may not involve parent or guardian.	Aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect learning.	Appropriate when interventions and supports have been put in place, but the behavior is escalating/ repeating or because of the severity of the behavior.	Appropriate when the student's behavior seriously affects the safety of themselves or others in the school environment.	Appropriate when situation is deemed dangerous or a law may have been broken.

### Level 1 - Classroom interventions and responses

These interventions aim to teach correct, alternative behavior so students can learn and demonstrate safe and respectful behavior. These strategies may or may not involve the parent/guardian. Teachers are encouraged to try a variety of teaching and classroom management strategies. Sample actions may include:

<ul style="list-style-type: none"> <li>• Reteaching, reminder, redirection</li> <li>• Daily progress sheet on behavior</li> <li>• Loss of classroom privileges</li> <li>• Parent or guardian conference/contact</li> <li>• Device check-in</li> <li>• Seat change</li> <li>• Restorative conversations</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher or student conference</li> <li>• Restorative practice strategies</li> <li>• Verbal/nonverbal correction</li> <li>• Written reflection or apology</li> <li>• Reflection time in another classroom or school space</li> <li>• De-escalation strategy (reflection break in the classroom, etc.)</li> </ul>
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**Goal:** The aim is to teach correct or alternative behavior.

**Family Contact:** May or may not involve parent or guardian.

**School-Based Interventions - These interventions often involve support staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior. Sample actions may include:**

- Community service to school
- Conflict resolution
- Mentoring
- Parent or guardian notification
- Restorative practice strategies
- Referral to community organization
- Short-term behavioral progress reports

**Level 2 - Classroom/Office Managed (Intensive support and administrative staff interventions/responses)**

The aim is to correct the behavior by stressing the seriousness of the behavior while restoring relationships and keeping the student in school. Appropriate when supports have been put in place but the behavior has continued to negatively affect the learning environment. Sample actions may include:

<ul style="list-style-type: none"> <li>• Administrative or administrator designee conference</li> <li>• Community service to school</li> <li>• Conflict resolution</li> <li>• Loss of privileges</li> <li>• Detention (After-school/Lunch)</li> <li>• Mentoring</li> <li>• Conflict resolution</li> </ul>	<ul style="list-style-type: none"> <li>• Informal Behavior Plan</li> <li>• Peer mediation</li> <li>• Restorative practice strategies</li> <li>• School team meeting (Student, Counselor, School Psychologist, Family, Etc.)</li> <li>• Parent or guardian notification</li> <li>• Restorative practice strategies</li> <li>• Referral to community organization</li> <li>• Short-term behavioral progress reports</li> </ul>
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**Goal:** The aim is to correct the behavior by stressing the seriousness of the behavior while keeping the student in school.

**Family Contact:** Parent/ or guardian notified.

**Level 3 - Office Managed**

**Suspension and referral services**

These interventions are appropriate when interventions and supports have been put in place but the

behavior is escalating or because of the severity of the behavior. Sample actions may include:

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| <ul style="list-style-type: none"> <li>• Implementation of Behavior Agreement</li> <li>• Referral to community organization (e.g., mentoring programs)</li> <li>• Referral to IEP team or 504 team for manifestation determination for students with disabilities</li> <li>• Referral to substance abuse counseling</li> </ul> | <ul style="list-style-type: none"> <li>• Restorative practice methods, including restorative conversations, formal conferring with a trained adult, after-school restorative circles, etc.</li> <li>• Revision to IEP or 504 (students with disabilities) as needed</li> <li>• Short-term suspension (<i>in school or out of school</i>)</li> <li>• Parent or guardian notification</li> </ul> |
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**Goal:** *Appropriate when interventions and supports have been put in place, but the behavior escalates/repeats or because of the severity of the behavior.*

**Family Contact:** *Parent/ or guardian notified.*

**Level 4 - Office/District Managed**

**Extended suspension and referral services** - These interventions focus on maintaining the safety of the school community and ending self-destructive and/or dangerous behavior. These are appropriate when the students’ behavior seriously affects the safety of themselves or others in the school environment. Sample actions may include:

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| <ul style="list-style-type: none"> <li>• Extended suspension between 8-10 days</li> <li>• Restorative practice strategies</li> <li>• Safety or supervision plan</li> <li>• Parent or guardian notification</li> <li>• Referral to IEP team for manifestation determination for students with disabilities</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to substance abuse counseling</li> <li>• Reentry Meeting</li> <li>• Revision to IEP or 504 (students with disabilities) as needed</li> <li>• Potential Expulsion recommendation</li> <li>• Potential Alternate educational placement</li> </ul> |
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**Goal:** *maintaining the safety of the school community and ending self-destructive and/or dangerous behavior.*

**Family Contact:** *Parent/guardian contact*

**Level 5 - Office/District Managed**

**Law Enforcement Public Safety Officers may be contacted.** These interventions involve removing a student from the school environment because of the severity of the behavior and focusing on maintaining the safety of the school community to end harmful behavior to the student or others.

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| <ul style="list-style-type: none"> <li>• Alternative educational placement</li> <li>• Extended suspension between 8-10 days</li> <li>• Expulsion Recommendation</li> <li>• Parent or guardian notification</li> <li>• Referral to IEP team for manifestation determination for students with disabilities</li> </ul> | <ul style="list-style-type: none"> <li>• Referral to substance abuse counseling</li> <li>• Restorative practice strategies</li> <li>• Revision to IEP or 504 (students with disabilities) as needed</li> </ul> |
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**Goal:** *Maintaining the safety of the school community*

**Family Contact:** *Mandatory Parent/guardian meeting*



