



GRESHAM-BARLOW SCHOOL DISTRICT

School Safety and Discipline Handbook



Acknowledgements

Our heartfelt appreciation goes out to every member of the committee, listed below, who spent many hours contributing their time, insights, and passion to co-constructing this handbook. This group was made up of representatives of the Gresham-Barlow Education Association and the Oregon School Employees Association, as well as building and district administrators. Together we created more than just a document—we have forged an important tool aimed at continuously creating schools where every individual can find a sense of connection, belonging, and safety.

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Lastly, we are immensely grateful for the dedication of all the educators in our system and the spirit of collaboration that has made this handbook a reality.

With respect,

John Koch

Deputy Superintendent

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Notice of Nondiscrimination

Gresham-Barlow School District (GBSD) recognizes the diversity and worth of all individuals and groups. It is the policy of this district and the board of education that there will be no discrimination or harassment of individuals or groups based on race, color, gender, marital status, sexual orientation, gender identity, gender expression, religion, national origin, age, disability, Veteran's status, or genetic information in any educational programs, activities or employment. Gresham-Barlow provides equal access to individuals with disabilities.

If you require an accommodation for a school or district event, please make the following request:

- For a school function, contact the school's main office. The phone numbers are at the bottom of each of their websites.
- For a district function, contact our Community Relations office at 503-261-4558. A minimum of 24 hours notice would be appreciated.

Persons having questions about equal opportunity and nondiscrimination should contact.

- School administrator at your local school
- If the school administrator is unable to provide the requested information, contact the Executive Director of Human Resources, Angela Freeman, at 503-261-4650.
- Section 504 Coordinator, Michele Cook, at 503-261-4650.
- Title II Coordinator, Assistant Superintendent, Tracy Klinger, at 503-261-4579.
- Title IX Coordinator, Deputy Superintendent, John Koch, at 503-261-4575.
- Telephone numbers for hearing and/or visually impaired: <http://www.oregonrelay.com/tty>

Links to Board Policies and Complaint Form

- [Board Policy of Educational Equity](#)
- [Board Policy AC Nondiscrimination](#)
- [Board Policy JFCF for students on Harassment/Intimidation/Bullying/Cyberbullying/Teen Dating Violence](#)
- [Board Policy GBNA for adults on Hazing/Harassment/Intimidation/Bullying/Cyberbullying/Menacing](#)
- [Board Policy KL on Public Complaints](#)

Complaint Form

- [Complaint Form](#)

Key Points of the GBSD School Safety and Discipline Handbook

The GBSD School Safety and Discipline Handbook explains how we establish a safe and welcoming environment for students to thrive and grow. It lays out the rights and responsibilities of students, families, and staff members as members of our community. It also provides guidance on how to respond to discipline incidents in ways that aim to teach personal responsibility, practice solution-focused problem-solving, and prevent reoccurrence of the discipline issue.

Below is a summary of the information provided in our School Safety and Discipline Handbook:

- Goals, values, and our approach to establishing a safe and welcoming learning community
- An overview of the rights and responsibilities of students, staff members, and families in maintaining a safe and welcoming school community
- Definitions of discipline incidents and descriptions of levels of intervention and responses that align with district policies, Oregon administrative rules, and federal legislation—especially in relation to exclusionary discipline
- Suggestions on how to implement discipline responses that focus on:
 - Protecting students, staff members, and community members from harm
 - Fostering positive learning communities that keep students in school and provide them with opportunities to learn from their mistakes
 - Preventing and reducing unnecessary suspensions and expulsions
 - Imposing discipline without bias and in a manner that is equitable, nondiscriminatory, and proportional
 - Considering the student’s developmental level and behavioral history as well as the circumstances of the incident
 - Ensuring compliance with federal and state law concerning students with disabilities
- Guidance on the use of out-of-school suspension and/or expulsions:
 - Schools may not contact parents to pick up students or seek permission from parents to send students home for behavior that does not merit a suspension
 - Students in grade 5 or below can receive out-of-school suspensions or expulsions only in situations that present a direct threat to the safety of students or school employees
 - Discipline incidents that cannot result in suspension include, but are not limited to, cutting class, unexcused absences, or tardies

If you have any questions or concerns, you can call your school principal or the District Office at 503-261-4550. Please note that this information is subject to change and it's always best to refer to the most recent version of the School Safety and Discipline Handbook.



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Safe and Welcoming Schools

Gresham Barlow School District believes our schools must be safe and welcoming places in which students can grow socially and academically. Our district values everyone's contributions to our learning community. We believe diversity in race, cultural identity, and lived experience creates a rich learning environment for students and adults.

Student engagement is essential to creating a school culture that fosters students' social-emotional growth and academic achievement. Our discipline practices focus on providing each student with ongoing access to instruction, an opportunity to be held authentically accountable, and a chance to learn from their mistakes. Ensuring each student has multiple opportunities to participate in a wide range of activities and to bond with caring, supportive adults is also a priority for our schools. We use multiple strategies and interventions to support students' academic engagement and use exclusionary discipline practices only when other strategies are not successful or to protect the safety of others. Our school communities strive to reach across differences to build relationships, a sense of belonging, and well-being. We resolve problems in ways that are safe, exemplify the student's cultural values, maintain relationships, and repair harm. Administrators, teachers, counselors, and other school staff members are expected to model and teach students to use these life-long skills. Our discipline policies and practices are built around this commitment.

Guiding Principles for Students, Staff Members, and Families

Three principles guide how our disciplinary approach supports the vision and goals of Gresham-Barlow's Portrait of a Graduate:

1. Our words, actions, and attitudes must ensure myself and others are safe and feel welcome at all times.
2. We strive to resolve conflict peacefully and to restore relationships when harm is done.
3. We will not tolerate discrimination and will use every tool to eliminate disparities in our school culture and discipline practices.



Educational Equity

The Gresham-Barlow School District is committed to ensuring the right of each student to have equitable opportunities to achieve their dreams and academic goals by minimizing barriers and limitations. Student success will not be predicted nor predetermined by national origin, race, culture, ethnicity, sex, language, socio-economic status, mobility, sexual orientation, disability, and/or religion.

The Gresham-Barlow School District recognizes that:

1. Responsibility rests on all Gresham-Barlow School District employees to foster each student's individual determination to access high quality education and perform at heightened levels of academic proficiency.
2. All district staff must partner with families for shared decision-making.
3. Allocating resources equitably rather than equally will support the narrowing of the achievement and other student opportunity gaps.
4. An inclusive and welcoming environment allows students and families to feel safe, respected, and valued, thus supporting students in achieving their educational objectives.

To this end the District will:

1. Actively eliminate practices as they are identified that prevent students from achieving academic success, including barriers of institutional racism. The District will apply the principle of equity to policies, programs, practices, operations and resource allocation to enable all students to access a high quality education.
2. Recruit, employ, support and retain a culturally competent workforce that reflects the racial, ethnic, sex, and linguistic diversity of the student body. The district shall consider workforce equity when recruiting, employing, supporting and retaining staff.
3. Involve students, families, staff, and community members that reflect student demographics to inform school and district level decisions, particularly those involving the narrowing of the achievement and other opportunity gaps.
4. Recognize and remove institutional barriers that hinder students from achieving academic success.
5. Provide support for all students through equitable resource allocation to schools.
6. Plan and engage administrators, instructional and support personnel in ongoing professional development in culturally competent and culturally responsive practices.
7. Support and provide ongoing equity training to staff for the goal of eliminating institutional racism.

8. Use data disaggregated by race, ethnicity, sex, language, socioeconomic status, and disability to inform district decisions in order to narrow the achievement and other student opportunity gaps.

Definitions of key terms are included in (JBB-AR).



Rights and Responsibilities

Below are the districtwide rights and responsibilities for GBSD students, families, and staff members. Your school may have additional responsibilities for members of its school community.

Table 1. Student, Family/Guardian and Staff Member Rights

Students can expect to	Families/guardians can expect to	Staff members can expect to
<ul style="list-style-type: none"> • Learn in a safe, welcoming, and supportive environment that values diversity as an asset to everyone's learning • Be treated with consideration, courtesy, and respect • Have equitable access to instruction, services, and extracurricular activities that preserve and celebrate their cultural identities • Receive information about their academic progress, attendance, and behavior in a language and manner they understand • Be held to high expectations, recognized for individual growth, and appreciated for their contributions to the school community • Have opportunities to reflect on their actions, restore relationships, and repair harm • Receive support to transition back to class or school after repairs have been made 	<ul style="list-style-type: none"> • Have their student learn in a safe, welcoming, and supportive environment • Be treated with consideration, courtesy, and respect • Have their culture embraced, viewed as an asset, and included in their student's school experience • Have their voice acknowledged, be viewed as the expert on their student, and be engaged as an active partner in their student's educational planning and journey • Have ongoing access to information about their student's academic progress, attendance, and behavior in a language and manner they understand • Schedule conferences with teachers, specialists, and administrator • Receive information from school staff members about ways to improve their student's academic or behavioral progress including, but not limited to, after-school and academic programs, counseling, and mental health supports 	<ul style="list-style-type: none"> • Work in a safe, welcoming, and supportive environment • Be treated with consideration, courtesy, and respect • Have their cultural background and lived experience viewed as an asset to their work • Have information including websites; School Safety and Discipline Handbooks; communications; and special education processes, procedures, and guidance documents shared in a language and manner they understand



Table 2. Shared Responsibility for an Inclusive, Safe, and Welcoming Learning Environment

Students have the responsibility to	Families/guardians have the responsibility to	Staff members have the responsibility to
<ul style="list-style-type: none"> • Engage in and contribute to a safe and welcoming learning community for everyone • Have considerate, courteous, and respectful interactions with students and adults • Have high expectations for their engagement, academic growth, and behavior • Help create and follow community and classroom expectations and agreements • Make every effort to attend school regularly • Report bias incidents and serious threats to the safety of others • Use problem-solving to reflect on their actions, restore relationships, learn from mistakes, and repair harm 	<ul style="list-style-type: none"> • Partner with the school to create a welcoming school environment for students and each other • Have considerate, courteous, and respectful interactions with students and adults • Make every effort to provide their student's school with current contact information for safety, injury, discipline, or other issues • Recognize the importance of regular attendance and how it helps their student succeed • Communicate with the school when their student will be absent • Work in partnership with district and school staff members to promote their student's academic and behavioral success • Familiarize themselves with information about their student's academic progress, attendance, and behavior concerns • Report bias incidents and serious threats to the safety of others 	<ul style="list-style-type: none"> • Engage students and families in creating expectations and agreements that foster a welcoming school environment • Teach and model considerate, courteous, and respectful interactions with each student and adult • Have high expectations for each student and tell them they will succeed • Engage with families and students to promote academic growth, social-emotional learning, and behavioral success • Listen to students and families to learn about students' strengths, culture, language preferences, and communication needs • Share information with families about counseling, after-school and academic programs, family/guardian support, and mental health services • Share information with families about the importance of regular attendance and how it helps students succeed • Respond to family/guardian's requests for communication, meetings, or conferences in a timely manner • Respond to student and family/guardian reports of bias incidents and serious threats to school safety • Prioritize both the needs of the student and the members of the school community impacted when responding to discipline incidents • Use solution-focused problem-solving to help students reflect on their actions, restore relationships, learn from mistakes, and repair harm

Source: GBSD School Safety and Discipline Handbook committee.

State and District Policies

Every Student Belongs

The **Every Student Belongs** rule, OAR 581-022-2312, prohibits the use or display of any noose, swastika, or Confederate flag on school grounds or in any program, service, school, or activity where the program, service, school, or activity is financed in whole or in part by moneys appropriated by the Legislative Assembly except where used in teaching curriculum that is aligned with the Oregon State Standards.

Immediate response to bias incidents

- Assess and prioritize the physical and emotional safety of all students and/or adults directly impacted by the incident as well as of students in the larger school community likely to be impacted by the incident
- Recognize the experience of all persons impacted, acknowledge the impact, commit to taking immediate action, and prevent further harm
- Investigate the incident and ensure communication protocols provide all persons impacted with information relating to the investigation and outcome as outlined in state administrative rules



Students with an Individualized Education Program/ Section 504 Plan

GBSD is committed to eliminating disparities in the impact of discipline on students with disabilities. Additional steps must be taken when students who have an Individualized Education Programs (IEP) and Section 504 Plans are disciplined. Principals and school staff members are required to follow GBSD Board policies, district administrative regulations, and state and federal laws concerning the discipline of students with disabilities. This includes procedures for determining manifestation (whether the behavior is linked to a student's disability), conducting functional behavioral assessments, and developing behavioral intervention plans.

If a student with an IEP or Section 504 Plan is suspended or expelled for more than 10 school days in one school year, the IEP or Section 504 team must meet within 10 school days for a manifestation meeting. At this meeting, the IEP or Section 504 team will determine whether the student's conduct was caused by or had a direct relationship to the student's disability or was a direct result of GBSD's failure to implement the student's IEP or Section 504 Plan. If the team determines that the behavior is a manifestation of the student's disability and the incident did not involve a weapon, drugs, or serious bodily injury, the student will be permitted to return to school. Inappropriate behaviors related to a student's disability will be addressed through the IEP and Section 504 process to ensure that the student receives services and modifications designed to prevent the behavior's recurrence and protect the safety of the student and others. Students with IEPs who are not returned to the school building are entitled to the services necessary to allow them to progress in the general curriculum and advance toward achieving their IEP goals.

Imminent Threat of Serious Harm Procedures

The principal shall, in determining appropriate disciplinary action in response to imminent threats of serious harm, consider:

1. Immediately removing from the classroom setting any student who has threatened to injure another person or to severely damage district property
2. Placing the student in a setting where the behavior will receive immediate attention from an administrator, counselor, licensed mental health professional, or others
3. Ensuring the student is referred to the district's Behavioral Safety Assessment process (level 1 and/or level 2) for evaluation before returning to the classroom setting and/or receives team review of student's Behavior Intervention Plan.
4. Providing mental health support services to those impacted by threats of violence

If any staff member determines it necessary to maintain student safety and/or privacy, they may initiate a room clear to move students to another area of the school.

Levels of Disciplinary Responses

This section provides guidance on responding to discipline incidents that occur on district property, at activities that take place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop.

When discipline incidents occur, administrators and school staff members should focus on social-emotional learning, helping students take responsibility for their choices, and promoting equitable practices. This handbook is intended to provide guidance on addressing student discipline issues in order to align practices within and across GBSD schools, including addressing inequitable outcomes for marginalized communities and student groups. In determining how to best address inappropriate behavior, educators should evaluate all the circumstances surrounding the conduct and consider the following:

1. Disciplinary action should be commensurate to the related offense and encourage student learning and development. The goal of academic work assigned as part of that action should be to teach something of value that is related to the class the student is taking, rather than simply being rote or punitive. For example, a teacher cannot make a student write a sentence over and over or copy from a dictionary. Completing a problem-solving worksheet that explains the harm caused by the student's actions and a plan to repair the harm is an example of an acceptable academic disciplinary action.
2. Grades will never be adjusted as a form of disciplinary action. However, there may be consequences for students who have repeatedly cheated or plagiarized.
3. A student can never be punished physically. Physical restraint may be used only if the student's behavior poses a reasonable risk of imminent and substantial physical injury to themselves or others and less restrictive interventions would not be effective.
4. Administrators should use the lowest appropriate level of response for the behavior, the student's skill level, and the circumstances of the discipline incident. If a behavior is repeated during the same school year, the team should consider adjusting the type of disciplinary response or level of support or intervention.
5. Removing students from classroom instruction or school should be a last resort, after trying other interventions. The length of any suspensions, expulsions, and/or change of educational placement should be limited to the fewest days necessary to achieve the disciplinary goal. Administrative transfers in lieu of disciplinary responses are not permissible.

Considerations for Determining the Level of Disciplinary Response

Administrators and staff members must consider relevant circumstances and facts prior to determining the appropriate disciplinary measures, including:

- The student's age, skill level, cultural and linguistic background, and personal circumstances
- 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 discipline incident and a description of the student's behavior and the staff member's responses
- To whom, how, and to what degree harm was done, including how the harmed individual(s) will be involved in any intervention
- The circumstances or context in which the discipline incident occurred
- The frequency and duration of the discipline incident
- The number of persons involved in the discipline incident
- The social-emotional status and needs of all persons involved in the discipline incident
- The student's Individualized Education Program (procedural safeguards), behavior support plan, and/or 504 Plan, if applicable

Levels of disciplinary response

GBSD outlines five levels of disciplinary response. Each level of intervention includes strategies to teach and help students to promote a safe and welcoming school through their words and actions. Each level also includes strategies that could be used to prevent reoccurrence of the disciplinary incident. Finally, each level includes a list of sanctions that are permissible—but not in any way required—to address the discipline incident.

Table 3. Levels of Disciplinary Response

LEVEL 1. RESPONSES MANAGED BY STAFF MEMBERS

These responses aim to teach, prevent disciplinary issues, and address discipline incidents early so students will act safely, responsibly, and considerately. Staff members implement a variety of teaching and classroom management strategies. Agreements and responsibilities are modeled and explicitly taught and retaught throughout the school year.

Prevention Strategies	Responses and Permissible Sanctions
<ul style="list-style-type: none">• Parent contact via telephone, email, or (with prior permission) text message• Staff or student conference• Model and coach social-emotional learning• Classroom systems of recognition• Teach/reteach agreements• Teach or coach social-emotional learning skills such as solution-focused problem-solving, conflict resolution, apologizing, and/or compromising• Verbal/nonverbal redirection or correction• Reminders and redirection (e.g., role-play)• Written reflection, problem-solving, and/or apology• Seat change• Parent or guardian conference• Daily progress sheet on behavior	<ul style="list-style-type: none">• De-escalation strategies (i.e., mindfulness, reflection break, relaxation techniques)• Classroom behavior contract or plan• Loss of classroom privileges• Elementary school detention (lunch/recess)

LEVEL 2. RESPONSES MANAGED BY BUILDING ADMINISTRATORS AND STAFF MEMBERS

These responses are intended to be implemented in partnership by school administrators and staff members. They aim to address the discipline incident, teach skills, and restore relationships by stressing the impact of the behavior and how to repair harm while maintaining access to instruction. Teaming among staff members (certified, counselors, classified and/or administrators) is strongly encouraged.

Prevention Strategies	Responses and Permissible Sanctions
<ul style="list-style-type: none">• Parent contact via telephone, email or (with prior permission) text message• Student, teacher/staff member, parent, and/or administrator conference• Model and coach social-emotional learning• Classroom systems of recognition• Teach/reteach agreements• Teach or coach social-emotional learning skills such as solution-focused problem-solving, conflict resolution, apologizing, and or compromising• Reminders and redirection (e.g., role-play)• Written reflection, problem-solving, and/or apology• Seat change• Daily progress sheet on behavior• Change in schedule or class	<ul style="list-style-type: none">• De-escalation strategies (i.e., mindfulness, reflection break, relaxation techniques)• School behavior contract or plan• Detention (lunch/recess)• Detention (before or after school) with parent or guardian consent• Restitution (monetary- or service-based)• In-school suspension

LEVEL 3. RESPONSES MANAGED BY BUILDING ADMINISTRATORS

These responses involve the building administrator and may involve accessing school resources or short-term removal of a student from classroom instruction for in-school or out-of-school suspension. If issued, the duration of the suspension should be as limited as possible while still addressing the discipline incident. Teaming (counselors, teachers, staff members, specialists, and/or parents) in decision-making and problem-solving is encouraged whenever possible. Administrator-managed interventions may include social-emotional learning, student support, sanctions or consequences, a behavior or student support team plan, and/or a reentry plan.

Prevention Strategies	Responses and Permissible Sanctions
<ul style="list-style-type: none">• Discussion with appropriate administrator• Parent contact via telephone, email, or (with prior permission) text message• Student, administrator, parent, and/or teacher/staff member conference• Model and coach social-emotional learning• Classroom systems of recognition• Teach/reteach agreements• Teach or coach social-emotional learning skills such as solution-focused problem-solving, conflict resolution, apologizing, and/or compromising• Reminders and redirection (e.g., role-play)• Written reflection, problem-solving, and/or apology• Seat change• Daily progress sheet on behavior• Change in schedule or class	<ul style="list-style-type: none">• De-escalation strategies (i.e., mindfulness, reflection break, relaxation techniques)• School behavior and/or safety contract or plan• Loss of privileges• Detention (lunch/recess)• Detention (before or after school) with parent or guardian consent• Consultation with IEP/504 team when applicable• Teaming for student support (e.g., classroom team, teacher team, student support team)• Supervision/safety plan• Restitution (monetary- or service- based)• In-school suspension• Out-of-school suspension

LEVEL 4. RESPONSES MANAGED BY BUILDING ADMINISTRATORS AND DISTRICT

These responses involve the building administrator and may involve accessing district resources or long-term removal of a student from the school environment. If issued, the duration of the suspension should be as limited as possible while still adequately addressing the discipline incident. Teaming (district office, building administrator, parent/guardian, school staff, specialists, outside agencies, and/or parents) is required for serious discipline incidents. Administrator- and district-managed interventions may include several components such as social-emotional learning, student support, sanctions or consequences, a behavior or student support team plan, referral to district resources, and/or a reentry plan.

Prevention Strategies	Responses and Permissible Sanctions
<ul style="list-style-type: none">• Discussion with appropriate administrator• Parent contact via telephone, email, or (if permission has been secured) text message, or letter• Student, admin, parent, and/or teacher/ staff conference• Teach or coach social-emotional learning skills such as solution-focused problem-solving, conflict resolution, apologizing, and or compromising• Development of or revision of the student support team plan	<ul style="list-style-type: none">• Reentry plan that includes safety/supervision plan• Consultation with IEP/504, school safety, and bias incident team when applicable• Teaming for student support (e.g., school resources, classroom team, teacher team, student support team, specialists, outside agencies, and/or parents)• Restitution(monetary- or service-based)• Out-of-school suspension• Law enforcement involvement• Manifestation Determination meeting (special education/Section 504)• Expulsion

LEVEL 5. RESPONSES MANAGED BY DISTRICT

These responses involve the removal of a student from the school environment because of the severity of the discipline incident and the need to focus on maintaining the physical or psychological safety of the school community. The duration of the out-of-school suspension or expulsion will be limited as much as possible while adequately addressing the safety issues (Refer to ORS 339.25092)(d) for students in grade 5 or below. Teaming (district office, building administrator, parent/guardian, school staff, specialists, and/or outside agencies) for serious discipline incidents is a necessity. District managed interventions may include several components such as social-emotional learning, student support, sanctions/consequences, a behavior or student support team plan, referral to district resources, and/or a reentry plan.

Prevention Strategies	Responses and Permissible Sanctions
<ul style="list-style-type: none">• Student, administrator, parent, and/or teacher/staff member conference• Teach or coach social-emotional learning skills such as solution-focused problem-solving, conflict resolution, apologizing, and/or compromising• Development or revision of the student support team or behavior response plan• Referral to district or external resources	<ul style="list-style-type: none">• Written parent notification• Reentry plan that includes safety/supervision plan• Consultation with IEP/Section 504, school safety, and bias incident team when applicable• Teaming for student support (e.g., district resources, classroom team, teacher team, student support team, specialists, outside agencies, and/or parents)• Restitution (monetary- or service-based)• Law enforcement involvement• Manifestation determination meeting (special education/Section 504)• Expulsion as required by federal law• Shortened weapons expulsion

Source: Adapted from the 2023–2024 Baltimore School District Code of Conduct and the 2023–2024 Oregon City School District Code of Conduct.

Referrals, Suspension, and Expulsion

The purpose of an office discipline referral is to document discipline incidents. There are two types of referrals: minors and majors. Minor referrals are typically handled by teachers, instructional assistants, and school staff members. Minor referral data helps building teams identify strategies to address specific discipline concerns and to monitor intervention effectiveness. These data can be used to better understand minor disciplinary concerns for individual students as well as the school community collectively. For example, if a student is receiving a lot of minor referrals for tardiness, they may need help getting themselves to class on time. If school staff members are writing a lot of referrals for tardiness in general, they may need to re-teach a lesson about being on time for a class, grade, or the whole school.

Major referrals are typically processed by administrators and document more serious discipline incidents. Major incidents may result in suspension (in or out of school) or expulsion. A staff member should contact a student's home for every incident that involves building administrators. Letters regarding suspensions and expulsions are also sent home.

Table 4. Types of Suspension and Expulsion

Discipline Response	Definition
In-school suspension	A student is temporarily removed from their regular classroom(s) for disciplinary purposes but remains under the direct supervision of school personnel.
Out-of-school suspension	A student is temporarily removed from their regular school for disciplinary purposes to another setting (e.g., home, behavior center).
Removal to an interim alternative educational setting	School personnel (other than the IEP team) remove a student with a disability from their current educational placement to an appropriate interim alternative educational setting for not more than 45 school days.
Expulsion	A local educational agency removes a student from their regular school for disciplinary purposes for a period longer than allowed by local educational agency policy for an out-of-school suspension.
Shortened weapons expulsion	Duration of the weapons expulsion was modified (in writing) to be less than one year by the chief administering officer of the local educational agency (superintendent of the district) ORS 339.250 (6)
Removal by administrative law judge	An administrative law judge (ALJ) orders a student to be removed because they exhibit behavior that is substantially likely to result in injury to the student or others.

Source: Oregon Department of Education (2023).

Suspensions and expulsions

Whenever possible, disciplinary responses should not remove a student from the classroom. When behavior does warrant suspension or expulsion, students and families/guardians have the following rights. For questions or concerns, call your school principal or the District Office at 503-261-4550.

- Schools may not contact parents/guardians to pick up students or seek permission from parents/guardians to send students home for behavior that does not merit a suspension under GBSD policies. Likewise, parents/guardians should not grant the school permission to exclude their student(s) from classes without an official suspension.
- Behaviors that should not result in suspension include, but are not limited to, cutting class, unexcused absences, or failing to wear a school uniform.
- Students are entitled to a conference with the principal at the time when a decision is made to remove them from the classroom or school for disciplinary reasons. Students are also entitled

to receive written notification of why they are being removed from the classroom or school for disciplinary reasons.

- Students must be given an opportunity to tell their side of the story before a decision is made to place them in in-school, short-term, long-term, or extended suspension or expulsion.
- Parents/guardians will be provided written notification when their student receives in-school suspension, out-of-school suspension, or expulsion for disciplinary reasons. School staff members will make diligent efforts to contact parents/guardians by telephone, email, or text message (with prior permission) when excluding a student from the classroom or school.
- Students are entitled to make up classwork and assignments for full credit and without penalty when they are excluded from school. Teachers are required to provide students with all classwork and assignments and will correct and return completed work. Students are responsible for completing classwork and assignments in a timely manner.
- Students will be reintegrated into the school community once the conditions of a suspension or expulsion are met. Building administrators and staff members should develop a plan that supports students' positive transition back into the school and classroom. This plan should include, when needed, opportunities to address harm the student's behavior may have caused and to rebuild relationships with those affected.
- In accordance with Board policy, students and parents/guardians have the right to appeal an extended suspension or expulsion within 10 days after receiving a final decision on the disciplinary action. The Board will render a written decision within 45 days of receiving the appeal. If this decision is not made within 45 days, the student will be allowed to return to school unless there is a finding that the student's return would pose an imminent threat of serious harm to other students or staff members.

OUT-OF-SCHOOL SUSPENSION

The district will make reasonable and prompt efforts to notify the parents/guardians of students who receive out-of-school suspension. Each suspension will include a statement of the reasons for and length of the suspension, and may include a plan for the student to make up schoolwork. No single suspension shall extend beyond 10 school days.

For students in fifth grade or below, the use of out-of-school suspension is limited to the following scenarios:

1. When a student engages in nonaccidental conduct causing serious physical harm to a student or staff member
2. When a school administrator determines, based on their own observations or a report from a staff member, that the student's conduct poses a threat to the health or safety of students or staff members

When the suspension is imposed on a student, the district shall take steps to prevent the recurrence of the behavior that led to the out-of-school suspension and return the student to a classroom setting to minimize the disruption of the student's academic instruction

EXPULSION

A principal, after reviewing available information, may recommend to the superintendent that a student be expelled. Expulsion of a student shall not extend beyond one calendar year and may not be used to address truancy. The age of the student and the past pattern of behavior will be considered prior to imposing the expulsion.

A student may be expelled for any of the following circumstances:

1. When a student's conduct poses a threat to the health or safety of students or staff members
2. When other strategies to change the student's behavior have been ineffective
3. When required by law

The use of expulsion as discipline of a student in fifth grade or lower is limited to:

1. Nonaccidental conduct causing serious physical harm to a student or staff member
2. When a school administrator determines, based on their own observations or a report from a staff member, that the student's conduct poses a threat to the health or safety of students or staff members
3. When required by law

No student may be expelled without a hearing unless the student's parents/guardians, or the student themselves if 18 years of age, waive the right to a hearing, either in writing or by failure to appear at a scheduled hearing. By waiving the right to a hearing, the student and parent/guardian agree to abide by the findings of a hearings officer.

When an expulsion hearing is not waived, the following procedure is required:

- 1.** Notice will be given to the student and the parent/guardian by personal service or by certified mail at least five days prior to the scheduled hearing. Notice shall include:
 - a.** The specific charge or charges.
 - b.** The conduct constituting the alleged violation, including the nature of the evidence of the violation and reason for expulsion.
 - c.** A recommendation for expulsion.
 - d.** The student's right to a hearing.
 - e.** The time and location of the hearing.
 - f.** The student's right to representation.
- 2.** The Board may expel a student or may delegate expulsion authority to the superintendent or superintendent's designee, who may also act as the hearings officer. The district may contract with an individual who is not employed by the district to serve as the hearings officer. The hearings officer designated by the Board will conduct the hearing and will not be associated with the initial actions of the building administrators.
- 3.** Expulsion hearings will be conducted in private unless the student or the student's parents/guardians request an open session.
- 4.** If the student or parent/guardian has difficulty understanding the English language or has serious communication disabilities, the district will provide a translator or other appropriate accommodations.
- 5.** The student shall be permitted to have representation present at the hearing to advise and to present arguments. The representation may be an attorney and/or parent, guardian or advocate. The district's attorney may also be present.
- 6.** The student shall be afforded the right to present their version of the events underlying the expulsion recommendation and to introduce evidence by testimony, writings, or other exhibits.
- 7.** The student shall be permitted to be present and to hear the evidence presented by the district.
- 8.** The hearings officer or the student may record the hearing.
- 9.** Strict rules of evidence shall not apply to the proceedings; however, this shall not limit the hearings officer's control of the hearing.
- 10.** If the Board is conducting the expulsion hearing, the Board may designate the Board chair or a third party as the hearings officer. The hearings officer will determine the facts of each case on the evidence presented at the hearing. Evidence may include the relevant past history and student education records. The hearings officer will provide to the Board findings as to the facts, the recommended decision, and their judgement as to whether or not the student has committed the alleged

conduct. This will include the hearings officer's recommended decision on disciplinary action, if any, including the duration of any expulsion. This material will be simultaneously available in identical form to the Board, the student's parents/guardians, and the student if age 18 or over. Following the review by the Board of the hearings officer's recommendation, the Board will make the final decision regarding the expulsion.

11. If the Board has delegated authority to the superintendent or designee to act as the hearings officer, the superintendent may designate themselves or a third party as the hearings officer. The hearings officer's decision is final. However, a decision of the hearings officer may be appealed by the parent/guardian or the student, if age 18 or over, to the Board for review. If the decision of the hearings officer is appealed to the Board for review, the findings as to the facts and the hearings officer's decision will be submitted to the Board and will be simultaneously available in identical form to the Board, the student, and the student's parents/guardians. The Board will review the hearings officer's decision at its next regular or special meeting and will affirm, modify, or reverse the decision.

Reentry Process

Reentry is the process of reintegrating students after they have been out of school for disciplinary reasons. Building administrators should conduct a reentry process to outline expectations and support for students returning from out-of-school suspensions and expulsions. Reentry meetings typically occur following an out-of-school suspension, before the end of an expulsion, or when a student is returning to their home school after being placed elsewhere through a special education process or the juvenile justice system. Reentry meetings should also occur when a student returns to school after a period of truancy. Meeting attendees should include the student, family/guardian, and a building administrator or designee. Students may also invite an adult who can advocate or support them during the meeting and building administrators may invite others as needed. Reentry meetings should include review and discuss the following:

- Student strengths
- School concerns and problematic behavior
- Student concerns
- A support plan to address concerns and avoid future exclusionary discipline

Disciplinary Response Guidance Grades K–5

Discipline Incident Name	Frequency and Level of Severity	Level of Response Guidance					Contact, Needed Forms, and Notes
		1	2	3	4	5	
Arson/fire	Lighters/matches			●			
	Combustibles/fireworks			●			
	Intentional fire setting			●			
Bias behavior	First incident		●	●			
	Repeated or serious incident			●			
Bus disruption	First incident	●	●				
	Repeated or serious incident		●	●	●		
Cheating and plagiarism	First incident	●					
	Repeated or serious incident	●	●				
Disruption	Category 1. Minimal disruption	●	●				
	Category 2. Repeated minimal disruption, requires extensive staff attention, and/or disrupts learning in the immediate area	●	●	●			
	Category 3. Disruption that requires extensive staff attention and/or disrupts learning of others outside the immediate area		●	●	●		
Dress code violations		●	●				
Fighting	Category 1. Physical contact without injury—may include fight promotion	●					
	Category 2. Physical attack potentially or actually causing minor physical injury (not requiring medical attention)		●	●			

Discipline Incident Name	Frequency and Level of Severity	Level of Response Guidance					Contact, Needed Forms, and Notes
		1	2	3	4	5	
	Category 3. Physical attack potentially or actually causing serious physical injury (requiring medical attention)		●	●	●		
Hazing, harassment, intimidation, bullying, teen dating violence, cyberbullying, or domestic violence	First incident		●				
	Repeated incident			●			
Inappropriate language	First incident	●					
	Repeated or serious incident	●	●	●			
Non-compliance/defiance	First incident	●					
	Repeated or serious incident	●	●				
Personal electronic devices (see technology misuse)							
Physical aggression (not mutual fighting)	Category 1. Physical contact without injury	●	●				
	Category 2. Physical contact causing minor physical injury		●	●			
	Category 3. Physical contact causing serious physical injury		●	●	●	●	
Sexual harassment	First incident	●	●	●	●	●	
	Repeated or serious incident		●	●	●	●	
Technology misuse	First incident	●					
	Repeated or serious incident	●	●				
Theft	Category 1. Value less than \$100		●	●			
	Category 2. Value \$100–\$1000			●	●		

Discipline Incident Name	Frequency and Level of Severity	Level of Response Guidance					Contact, Needed Forms, and Notes
		1	2	3	4	5	
Threats of violence	Category 3. Value more than \$1000			●	●	●	
	First incident		●	●			
	Repeated or serious incident			●	●	●	
Trespassing	First incident			●			
	Repeated or serious incident			●			
Use of tobacco products, alcohol, drugs, or inhalant delivery systems	Tobacco and inhalant delivery systems		●	●			
	Alcohol and drugs						
	Category 1. Possession, first incident			●			
	Category 2. Possession, repeated incidents			●	●		
	Category 3. Use and consumption			●	●		
	Category 4. Possession with intent to distribute			●	●	●	
Vandalism	First or minor incident	●					
	Repeated or serious incident	●	●	●			
Weapons	Weapons, non-firearms			●	●	●	
	Firearms				●	●	

Disciplinary Response Guidance Grades 6–12

Discipline Incident Name	Frequency and Level of Severity	Level of Response Guidance					Contact, Needed Forms, and Notes
		1	2	3	4	5	
Arson/fire	Lighters/matches		●	●			
	Combustibles/fireworks		●	●	●		
	Intentional fire setting			●	●	●	
Bias behavior	First incident		●	●	●		
	Repeated or serious incident			●	●	●	
Bus disruption	First incident	●	●				
	Repeated or serious incident		●	●	●		
Cheating and plagiarism	First incident	●					
	Repeated or serious incident		●				
Disruption	Category 1. Minimal disruption	●	●				
	Category 2. Repeated minimal disruptions, requires extensive staff attention, and/or disrupts learning in the immediate area	●	●	●			
	Category 3. Disruption that requires extensive staff attention and/or disrupts learning of others outside the immediate area			●	●		
Dress code violations		●	●				
False reporting related to threats of violence	First incident			●	●		
	Repeated or serious incident			●	●	●	
Fighting	Category 1. Physical contact without injury—may include fight promotion		●	●			
	Category 2. Physical attack potentially or actually causing minor physical injury (not requiring medical attention)			●	●		

Discipline Incident Name	Frequency and Level of Severity	Level of Response Guidance					Contact, Needed Forms, and Notes
		1	2	3	4	5	
	Category 3. Physical attack potentially or actually causing serious physical injury (requiring medical attention)			●	●	●	
Hazing, harassment, intimidation, bullying, teen dating violence, cyberbullying, or domestic violence	First incident	●	●	●	●	●	
	Repeated incident		●	●	●	●	
Inappropriate language	First incident	●					
	Repeated or serious incident	●	●	●			
Non-compliance/defiance	First incident	●					
	Repeated or serious incident		●	●			
Personal electronic devices (see technology misuse)							
Physical aggression (not mutual fighting)	Category 1. Physical contact without injury	●	●				
	Category 2. Physical contact causing minor physical injury		●	●			
	Category 3. Physical contact causing serious physical injury		●	●	●	●	
Sexual harassment	First incident	●	●	●	●	●	
	Repeated or serious incident		●	●	●	●	
Tardiness	First incident	●					
	Repeated or serious incident	●	●				
Technology misuse	First incident	●					
	Repeated or serious incident	●	●	●			
Theft	Category 1. Value less than \$100	●	●				

Discipline Incident Name	Frequency and Level of Severity	Level of Response Guidance					Contact, Needed Forms, and Notes
		1	2	3	4	5	
	Category 2. Value \$100–\$1000		●	●			
	Category 3. Value more than \$1000		●	●			
	Threats of violence		●	●			
	Repeated or serious incident			●	●	●	
Trespassing	First incident		●	●			
	Repeated or serious incident		●	●	●		
Truancy	Unexcused absences	●	●				
	Persistent or excessive absences		●	●			
	Habitual truancy		●	●			
Use of tobacco products, alcohol, drugs, or inhalant delivery systems	Tobacco and inhalant delivery systems		●	●			
	Alcohol and drugs						
	Category 1. Possession, first incident		●	●			
	Category 2. Possession, repeated incidents		●	●			
	Category 3. Use and consumption		●	●	●		
	Category 4. Possession with intent to distribute			●	●	●	
	Category 5. Distribution/Sale			●	●	●	
Vandalism	First or minor incident	●	●	●			
	Repeated or serious incident			●	●		
Weapons	Weapons, non-firearms or replica firearms			●	●	●	
	Firearms				●	●	

Glossary

Tobacco Products, Alcohol, Drugs, or Inhalants

(see **Use of Tobacco Products, Alcohol, Drugs or Inhalant Delivery**)

Arson/Fire

To unlawfully and intentionally damage, or attempt to damage, any school or personal property by fire or incendiary device.

Bias Behavior (see Harassment and Intimidation)

ACB - Every Student Belongs (osba.org)

ACB-AR - Bias Incident Complaint Procedure (osba.org)

A person's hostile expression of animus toward another person or property which is motivated by the student's bias or a negative opinion or attitude toward a group of persons based on their race, religion, ability/disability, sexual orientation, gender, home language or ethnicity/national origin. Per state and federal guidelines, bias behavior that creates a hostile learning environment must be investigated. See the Every Student Belongs rule.

Cheating and Plagiarism

Violating rules in a dishonest and/or deceiving manner; copying from another source and claiming it as one's own work; forgery of notes or documents.

Disruption

Policy JG Student Discipline and JFC Student Conduct

Any conduct that substantially disrupts the order of a school/classroom function; behavior which substantially disrupts the learning environment or poses a substantial risk of physical injury to another person. This includes, but is not limited to, chronic talking out or rude noises, throwing objects or furniture, horseplay, mean teasing, or refusal to remain in a seat.

- Category 1. Minimal disruption
- Category 2. Repeated minimal disruption and/or disruption that requires extensive staff attention and/or interferes with the learning of others in the immediate area
- Category 3. Disruption that requires extensive staff attention and/or interferes with the learning of others outside the immediate area

Dress and Grooming Violations

JFCA - Student Dress and Grooming (osba.org)**

GBN/JBA - Sexual Harassment (osba.org)

Students' dress should not include costumes and masks that cover the face unless approved by school administrators should be free of pictures or messages that promote, advertise, or glorify sex, nudity, drugs, alcohol, inappropriate language, hate, and violence. Clothing may not depict messages that are harmful to other groups such as Confederate flags, Nazi symbols, nooses, or hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected group. ("Serious bodily injury" means bodily injury, which involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty." – 581-015-2425)

JFCM - Threats of Violence (osba.org)**

Intentionally giving false or misleading information to school officials (such as false 911 calls, bomb threats, pulling a fire alarm, or other false information) that may lead to the disruption of the school or safety of individuals.

Fighting

Mutual participation of two or more students in activity involving fight promotion or physical aggression, such as body blocking, advertising, encouraging, hitting, kicking, punching, shoving.

- Category 1. Physical contact without injury—may include fight promotion
- Category 2. Physical attack potentially or actually causing minor physical injury (not requiring medical attention)
- Category 3. Physical attack potentially or actually causing serious physical injury (requiring medical attention). Repeated instances of fighting, as with all unsafe and disruptive behavior, is subject to increased behavioral support and disciplinary consequences. "Serious bodily injury" means bodily injury, which involves substantial risk of death; extreme physical pain; protracted and obvious disfigurement; or protracted loss or impairment of the function of a bodily member, organ or mental faculty." – 581-015-2425

Gangs/Secret Societies (see Secret Societies/Gangs)

Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence—Student

JFCF - Hazing, Harassment, Intimidation, Bullying, Menacing, Cyberbullying, Teen Dating Violence, or Domestic Violence – Student (osba.org)**

- **Hazing** includes, but is not limited to, any act that recklessly or intentionally endangers the mental health, physical health, or safety of a student for the purpose of initiation or as a condition or

precondition of attaining membership in, or affiliation with, any district-sponsored activity or grade level attainment (i.e., personal servitude, sexual stimulation/sexual assault, forced consumption of any drink, alcoholic beverage, drug, or controlled substance, forced exposure to the elements, forced prolonged exclusion from social contact, sleep deprivation, or any other forced activity that could adversely affect the mental or physical health or safety of a student); requires, encourages, authorizes, or permits another to be subject to wearing or carrying any obscene or physically burdensome article; or assignment of pranks to be performed or other activities intended to degrade or humiliate. Consent or the appearance of consent to the behavior or activity is not a defense against hazing.

- **Harassment, Intimidation, or Bullying** means any act that substantially interferes with a student's educational benefits, opportunities, or performance that takes place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop and that may be, but is not limited to, acts based on the protected class status of a person, and that has the effect of:
 - Physically harming a student or damaging a student's property
 - Knowingly placing a student in reasonable fear of physical harm to the student or damage to the student's property
 - Creating a hostile educational environment including interfering with the psychological well-being of the student
- **Teen Dating Violence** refers to a pattern of behavior in which a person uses or threatens to use:
 - Physical, mental, or emotional abuse to control another person with whom they are in a dating relationship and where one or both persons are 13 to 19 years of age
 - Sexual violence against another person with whom they are in a dating relationship and where one or both persons are 13 to 19 years of age
- **Cyberbullying** is the use of any electronic communication device to harass, intimidate, or bully.

Inappropriate Language

JG – Student Discipline; JFC-Student Conduct

Using profane, sexualized, or demeaning written or spoken language; swearing; or cursing. **(See Dress and Grooming Violations).**

Non-Compliance (Insubordination)

JG - Student Discipline (osba.org)**

Unwillingness to submit to authority or refusal to respond to reasonable requests made by school personnel. Consider intensity, duration, safety, clear communication of expectations, language and culture when determining whether a student has been "non-compliant."

Personal Electronic Devices (see Technology Misuse)

Physical Aggression

Unprovoked aggressive actions toward another person (does not include mutual fighting).

- Category 1. Unprovoked physical contact without injury
- Category 2. Unprovoked physical contact causing minor physical injury
- Category 3. Unprovoked physical contact causing serious physical injury

Secret Societies/Gangs

JFCE - Secret Societies/Gangs (osba.org)

No student on or about school property or at any school activity shall:

1. Wear, possess, use, distribute, display or sell any clothing, jewelry, emblem, badge, symbol, sign or other item which is evidence of membership or affiliation in any gang.
2. Use any speech or commit any act or omission in furtherance of the interests of any gang or gang activity, including, but not limited to, soliciting others for membership in any gang, requesting that any person pay for protection or otherwise intimidating or threatening any person, committing any other illegal act or violation of district policies, or inciting other students to act with physical violence upon any other person.
3. Wear or display materials, devices, identifying markings, or paraphernalia that are patently racially, religiously, or sexually offensive, including those associated with clubs, sects, or groups avowing or practicing discrimination against persons on the basis of age, race, color, religion, disability, marital status, national origin, sexual orientation, or sex.

Students who are affected by or affiliated with a gang may require specific interventions based on their unmet needs. If appropriate, disciplinary actions should be imposed for specific discipline incidents listed in this glossary.

Sexual Harassment

JBA/GBN - Sexual Harassment (osba.org)

Unwelcome sexual advances, requests for sexual favors, and/or other inappropriate verbal, written, or physical conduct of a sexual nature (including sending explicit photos) or other communication of a sexual nature that interferes with a student's educational activity or program or creates an intimidating, hostile, or offensive educational environment.

Student Dress and Grooming

JFCA - Student Dress and Grooming ([osba.org](#))**

GBN/JBA - Sexual Harassment ([osba.org](#))

Students dress should be free of advertisements for or promotion or glorification of sex, nudity, drugs, alcohol, inappropriate language, hate, and violence. Clothing may not depict Confederate flags, Nazi symbols, nooses, or hate speech targeting groups based on race, ethnicity, gender, sexual orientation, gender identity, religious affiliation, or any other protected group.

Tardiness

Arrival at class after the bell or other signal that class has started.

Technology Misuse (also called Personal Electronic Devices and Social Media in board policy)

JFCEB - Personal Electronic Devices and Social Media ([osba.org](#))**

IIBGA - Electronic Communications System ([osba.org](#))

Use of a technological device in any manner that disrupts the educational environment or violates the rights of others, including to take photographs or video in locker rooms, hallways, classrooms, or bathrooms, to cheat academically, or to otherwise violate student conduct rules. Misuse specifically includes, creating, sending, sharing, viewing, receiving, or possessing any explicit or violent material (including sexual content and/or fight promotion content) of oneself or another person through the use of a computer, electronic communication device, or cell phone. Any unauthorized or inappropriate use of technology-related resources will result in disciplinary action.

Theft

Taking, giving, or receiving property belonging to another person or entity (e.g., the school) without permission and without threat, violence, or bodily harm. Electronic theft of data is included.

- Category 1. Value less than \$100
- Category 2. Value \$100–\$1000
- Category 3. Value more than \$1000

Threats of Violence

JFCM - Threats of Violence ([osba.org](#))**

Physical, verbal, written, or electronic action, on or off campus, which immediately creates fear of harm, without displaying a weapon and without subjecting a person to actual physical attack.

Threatening the use of physical force (including the use of aggressive language, body posture, or gestures) against another person, including through use of a weapon or other instrument, for the purpose of inflicting injury or intimidation.

Trespassing (Unlawful or Unauthorized Presence)

Entering or remaining on district property or at an event without permission including while suspended, expelled, or otherwise restricted and with no lawful purpose for entry.

Truancy/Skipping Class

JEDA - Truancy (osba.org)

Leaving or staying out of class or school without permission (including elopement).

Use of Tobacco Products, Alcohol, Drugs, or Inhalant Delivery Systems

JFCG/JFCH/JFCI - Use of Tobacco Products, Alcohol, Drugs or Inhalant (osba.org)

JFCH/JFCI-AR - Student Alcohol/Drug Use (osba.org)

Policy: JFCG/JFCH/JFCI-AR

Use, distribution, sale, or sharing of tobacco, alcohol, drugs or inhalants, and prescription medication on or near district property or grounds including parking lots; in any vehicle owned, leased, rented, or at a school-sponsored activity.

Alcohol/Drug Use. Possession, use, being under the influence, selling, or sharing of alcohol or unlawful controlled substances or paraphernalia.

Tobacco and/or Inhalant Delivery System Use. Possession, use, distribution, or sale of tobacco products or inhalant delivery systems.

Inappropriate Use of Medication. Use, possession, or distribution of any prescription or over-the-counter medication or look-alike (e.g., opiates, aspirin, cough syrups, caffeine pills, nasal sprays) in violation of school policy.

The following category definitions should be considered when determining the level of disciplinary response:

- Category 1. Possession. Having on one's person, within one's personal property, or under one's control, any of the substances listed in this section.
- Category 2. Consumption/Use. Intentionally consuming, ingesting, assimilating, inhaling, or injecting any of the substances listed in this section and/or being under the influence of these substances on school grounds and/or at a district-sponsored activity.
- Category 3. Distribution/Sale. Disseminating or transferring any of the substances listed in this section with or without compensation. Different response levels can be considered for selling and giving away substances.
- Category 4. Possession with Intent to Distribute. Having in one's possession, as previously defined, any of the substances listed in this section in quantity or packaging indicating intent to distribute or transfer to another person or persons with or without compensation.

Vandalism/Destruction of Property

Willful destruction or defacement of school or personal property on district property or during school events.

- Category 1. Minor (Cost to repair is under \$50)
- Category 2. Moderate (Cost to repair is \$50–\$1000)
- Category 3. Major (Cost to repair is over \$1000)

Weapons

JFCJ - Weapons in Schools (osba.org)**

Possession, concealment, or use of an instrument or object to inflict harm on another person on district property, or at activities that take place on or immediately adjacent to district grounds, at any district-sponsored activity, on district-provided transportation, or at any official district bus stop. A weapon includes but is not limited to:

- Firearms, including any weapon (including a starter gun) which will, is designed to, or may readily be converted to expel a projectile by the action of an explosive frame, the receiver of any such weapon, any firearm muffler or silencer, or any destructive device. Examples include handguns, rifles, shotguns, bombs, rockets having a propellant charge of more than four ounces, or similar devices.
- Weapons may also include, but are not limited, to knives, metal knuckles, straight razors, noxious or irritating gases, poisons, unlawful drugs, or other items fashioned with the intent to use, sell to, harm, threaten, or harass others.
- Replicas of weapons, fireworks, and pocketknives are also prohibited; exceptions may be granted only with prior principal approval for certain curriculum or school-related activities.

School Safety and Discipline Resources

Oregon and Federal Legislation

[Oregon School Discipline Laws and Regulations.pdf \(ed.gov\)](#)

[Guiding Principles for Creating Safe, Inclusive, Supportive, and Fair School Climates](#)

[Oregon Department of Education : School Discipline : Health, Safety & Wellness : State of Oregon](#)

[Oregon Department of Education : Every Student Belongs : Mental Health & Well-Being Resources : State of Oregon](#)

National Resources

[U.S. Department of Education, Institute of Education Sciences, Regional Educational Laboratory](#)

Research, literature summaries, and tools for educators and administrators that focus on equitable school discipline practices.

[American Institutes for Research \(AIR\)—Exclusionary School Discipline Resources](#)

AIR offers a series of resources on school discipline, including research briefs and guides for educators and administrators.

[Centers for Disease Control and Prevention \(CDC\)—School Violence Prevention](#)

The CDC provides resources and strategies for preventing violence in schools, including bullying prevention and creating a safe school environment.

[National Education Association \(NEA\)—Classroom Management and Discipline](#)

[National Association of School Psychologists](#)

NASP offers resources on school safety, crisis response, and mental health support for students.

[Federal Emergency Management Agency \(FEMA\)—School Emergency Operations Plan \(EOP\)](#)

[National Center for Safe and Supportive Learning Environments \(NCSSLE\)](#)

The NCSSLE offers resources on creating safe and supportive learning environments covering topics such as bullying prevention, school climate, and crisis response.

[National School Safety Center \(NSSC\)](#)

NSSC provides information, training, and resources to enhance school safety. It covers topics such as emergency planning, crisis response, and violence prevention.

National Center on Positive Behavioral Interventions and Supports

The National Center on Positive Behavioral Interventions and Supports provides tools, publications, presentations, videos, and research briefs on school discipline, bullying, classroom management, social and emotional learning, and other topics related to school safety and discipline.

Safe and Sound Schools

Safe and Sound Schools provides a variety of resources including toolkits, webinars, and articles on school safety. The organization focuses on comprehensive approaches to creating safer school environments.

U.S. Department of Education—SchoolSafety.gov

This website, maintained by the U.S. Department of Education, offers resources and information on various aspects of school safety including emergency planning, threat assessment, and technology in school safety.

U.S. Department of Education—School Climate and Discipline

The U.S. Department of Education provides information on school climate and discipline, offering guidance and resources for creating safe and positive learning environments.